DOCUMENT RESUME

ED 355 327 UD 029 104

TITLE	D.C. Public School System. Oversight Hearing before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia. House of Representatives, One Hundred Second Congress, First Session (September 26, 1991).
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.
REPORT NO	ISBN-0-16-039968-8
PUB DATE	93
NOTE	170p.; Serial No. 102-6.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Child Health; Disadvantaged Youth; *Economically Disadvantaged; Educational Change; Elementary Secondary Education; Equal Education; Financial Needs; *High Risk Students; Low Income Groups; School Administration; *School Districts; *Social Problems; Sociocultural Patterns; *Special Needs Students; Superintendents; Urban Problems; *Urban Schools
IDENTIFIERS	*District of Columbia Public Schools

ABSTRACT

The purpose of this oversight hearing on the District of Columbia public school system was to welcome the new superintendent, Franklin L. Smith, and to assess the general condition of the school system. Among the problems and issues assessed were the impact of boarder babies entering the school system, the impact on the system of children who were exposed to violence in their homes and neighborhoods, the high dropout rate and overall precarious plight of young African American males, latchkey children, children living in substandard housing, the problems of homeless children housed in shelters, and children in poor health. Some special programs of the system were described with optimism such as Project DAISY for children born to drug-addicted mothers, and Project DAPS that allows principals to purchase their own materials and make building repairs. The new superintendent spoke of his efforts to down-size the administrative side of the system and to upgrade the teaching of math. Education advocates representing community-based organizations spoke about improving the quality of the system's programs throughout the city. A representative of the teacher's union spoke about teacher grievances over pay and length of the school day. The participants' statements are included as well as information on National Merit Program finalists submitted for the record. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UD

D.C. PUBLIC SCHOOL SYSTEM

ED355327

OVERSIGHT HEARING

BEFORE THE

SUBCOMMITTEE ON JUDICIARY AND EDUCATION

OF THE

COMMITTEE ON THE DISTRICT OF COLUMBIA HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

FIRST SESSION

ON

THE D.C. PUBLIC SCHOOL SYSTEM

SEPTEMBER 26, 1991

Serial No. 102-6

Printed for the use of the Committee on the District of Columbia

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

UD 029 104

U.S. GOVERNMENT PRINTING OFFICE
48-495 WASHINGTON : 1993

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-039968-8

COMMITTEE ON THE DISTRICT OF COLUMBIA

RONALD V. DELLUMS, CALIFORNIA, *Chairman*

FORTNEY H. (PETE) STARK, California
MERVYN M. DYMALLY, California
ALAN D. WHEAT, Missouri
JIM McDERMOTT, Washington
ELEANOR HOLMES NORTON, District of Columbia
SANDER M. LEVIN, Michigan

THOMAS J. BLILEY, JR., Virginia
LARRY COMBEST, Texas
DANA ROHRABACHER, California
BILL LOWERY, California

EDWARD C. SYLVESTER, JR., *Staff Director*
DENNIS G. SMITH, *Minority Staff Director*

SUBCOMMITTEE ON JUDICIARY AND EDUCATION

MERVYN M. DYMALLY, California, *Chairman*

FORTNEY H. (PETE) STARK, California
RONALD V. DELLUMS, California
ALAN D. WHEAT, Missouri
ELEANOR HOLMES NORTON, District of Columbia

BILL LOWERY, California
THOMAS J. BLILEY, JR. Virginia
DANA ROHRABACHER, California

CONTENTS

Page

Staff summary of findings and conclusions ..... (v)

STATEMENTS

Bliley, Hon. Thomas J., Jr., prepared statement 150
Dymally, Hon. Mervyn M. 1
Jackson, Jimmie C., president, Washington Teachers' Union; and David Fowler, vice chairman, D.C. Committee on Public Education (COPE), accompanied by Conrad Snowden, executive director, COPE:
  Fowler, David 94
  Jackson, Jimmie C 87
Lowery, Bill, prepared statement with attachments 17
Mason, Hilda Howland, chairperson, D.C. Committee on Education and Libraries, D.C. Council; R. David Hall, president, D.C. Board of Education, and Franklin L. Smith, superintendent of schools, chief State school officer, D.C. public schools:
  Hall, R. David 16
    Prepared statement with attachment 49
  Mason, Hilda Howland M. 6
  Smith, Franklin L 60
Norton, Hon. Eleanor Holmes 84
Rice-Thurston, Delabian, executive director, and Mary Levy, researcher/legal counsel, Parents United for the D.C. Public Schools; and William H.L. Brown, president, D.C. Congress of Parents and Teachers:
  Brown, William H.L. 137
  Rice-Thurston, Delabian 107
    Prepared statement with attachments 113

MATERIAL SUBMITTED FOR THE RECORD

National Merit Program (Semifinalists and Commended Students—1987) 145

STAFF SUMMARY OF FINDINGS AND CONCLUSIONS

On September 26, 1991, the Subcommittee on Judiciary and Education of the District of Columbia Committee, held an oversight hearing on the District of Columbia public school system at the call of subcommittee chairman, Mervyn M. Dymally.

The purpose of this hearing, as the chairman explained, was to welcome the then relatively new superintendent, Franklin Smith, and to assess the general condition and status of the school system, consistent with the D.C. Committee's oversight responsibility. Accordingly, the chairman was careful to note that the subcommittee had no intention of involving Congress or itself with the policymaking, administration or daily operations of the school system. The D.C. Committee, he emphasized, had a special regard for the D.C. School Board and the school system for which it was responsible; a special regard derived from the fact that the board had become the city's first elected body of local government in 1968.

The witnesses present at this hearing included Hon. Hilda H.M. Mason, chairperson, Committee on Education and Libraries, Council of the District of Columbia; Hon. R. David Hall, president, D.C. Board of Education; Mr. Franklin L. Smith, superintendent of schools and chief State school officer, District of Columbia; Mr. Togo West, chairman, D.C. Committee on Public Education; Ms. Jimmie Jackson, president, Washington Teachers Union; Ms. Delabian Rice-Thurston, director of Parents United and Mr. William Brown, president of the D.C. Congress of Parents and Teachers.

Among the problems and issues which were assessed during this hearing were the impact of boarder babies entering the school system; the impact on the system of children who were exposed to violence in their homes and neighborhoods; the high drip-out rate and overall precarious plight of young African-American males; latch key children; children living in substandard housing; the very grave problems of homeless children who were temporarily housed in shelters, and children in poor health, all were cited as constituting problems which were testing the school system in ways which it had never before been challenged.

Witnesses appearing at this hearing also expressed their concerns and discussed issues such as the condition of school buildings; the lack of adequate security in and around school buildings; and of course, problems in the area of the school's academic programs.

Some special programs of the school system were described with optimism—such as Project DAISY, a program for children born to drug-addicted mothers, and the DAPS Program which had decentralized some aspects of the system with the result that principals were now allowed to purchase their own supplies, materials and

make building repairs without going through a central bureaucracy.

The new superintendent, Dr. Franklin Smith, spoke of his efforts to down size the administrative side of the system (which had been criticized for taking resources away from the academic programs of the system). He indicated that over 150 administrative positions had already been eliminated with yet more to come. The superintendent also described new and innovative efforts to teach math, which the city had scored last on during standardized testing.

Education advocates who appeared at the hearing, such as Delabian Rice-Thurston of Parents United; Mr. William Brown, president of the D.C. Congress of Parents and Teachers; and Mr. Togo West of COPE, each spoke to the issue of improving the quality of the system's programs was evenly spread throughout the city. Ms. Rice-Thurston agreed that this was not now the case and that every effort should be made to create programs of equal strength throughout the city.

Presently, she related, the better schools and programs tended to be located in the city's more affluent neighborhoods, a fact not unrelated to the higher and more stable economic status of some neighborhoods.

Problems were also noted in the area of children with disabilities where, it was claimed, the standards of Public Law 94-142 were not being met by the city. More funds, everyone agreed, was essential.

The representative of the D.C. Teachers Union, Ms. Jimmie Jackson, spoke extensively of teacher grievances, such as being the lowest paid of area teachers, the sore and continuing debate regarding the length of the school day, and how these and other problems combined to lower teacher morale. The teachers were then without a contract, not having been able to agree with the board for some time.

The chairman assured all the witnesses their particular concerns would be taken into consideration as the committee attempted to assess the overall condition of the system, and that he could be relied upon to be helpful where possible.

OVERSIGHT HEARING ON THE D.C. PUBLIC SCHOOL SYSTEM

THURSDAY, SEPTEMBER 26, 1991

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON JUDICIARY AND EDUCATION,
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, DC.

The subcommittee met, pursuant to call, at 10:05 a.m., in room 1310A, Longworth House Office Building, Hon. Mervyn M. Dymally (chairman of the subcommittee) presiding.

Present: Representatives Dymally and Norton.

Majority staff present: Edward C. Sylvester, Jr., staff director; Donn G. Davis, senior legislative associate; E. Faye Williams, staff counsel; Donna Brazile, office of Representative Norton; Marvin Eason, staff assistant.

Minority staff present: Dennis G. Smith, staff director; David Anderson, chief counsel; Jean Gingras, Nancy Noe, and Rick Dykema, staff assistants.

Mr. DYMALLY. The Subcommittee on Judiciary and Education will come to order.

I want to thank our witnesses for taking the time from their demanding schedules to share their views, goals, and concerns about the District of Columbia public school system.

Let me state for the record and reassure the witnesses that this is not an investigation. It is a hearing to give the school district an opportunity to report on the progress being made under the new administration.

I am especially pleased to welcome Superintendent Franklin Smith to this meeting of the District Committee. This is his first appearance here and we welcome him. We look forward to a long and productive stay for the superintendent.

Time limitations will not permit us to hear from everyone who wanted to testify today, nor will we be able to hear in detail everything that every witness has to say.

I have, however, instructed staff to accept relevant written statements for inclusion in the record of this hearing.

This hearing is being held in accordance with the legally mandated oversight obligation of the U.S. Congress and the Committee on the District of Columbia.

We do not intend to involve Congress or the Committee on the District of Columbia with the details of either policymaking, administration or daily operations of the District public school system.

We are here for an update on what is happening in the school system, what the major goals and problems are, and how we in the Congress might be helpful with problem-solving efforts and the achievement of these goals.

The D.C. Board of Education became the city's first elected body of local government in 1968, and we are keenly mindful that, as such, the board represented the first major step toward home rule which followed in 1973.

The clear intent of Congress in this process was to delegate full responsibility to the citizens of the District of Columbia for the governance and operation of the public school system.

I, therefore, urge everyone here to be cognizant of the fact that while Congress must remain in touch, be informed, and helpful where it can and should be, we have no intention of replacing either the board of education or any other appendage which represents or enacts the will of the people in the operation of the District school system.

Finally, I am requesting of the witnesses that you summarize your testimony in the interest of time. Your written statement will be included in the record.

Let me welcome my friend here, who must leave immediately after her testimony, Hon. Hilda Mason, chairperson of the D.C. Committee on Education and Libraries for the city.

Hon. Ms. Mason, will you please come and, of course, you may be joined by the school board president, Mr. David Hall and the board superintendent, Dr. Franklin Smith.

Ms. Mason, we understand your busy schedule. We are very pleased to see you. This is the first time I think you've been up here this year.

[The prepared statement of Mr. Dymally follows:]

OPENING STATEMENT

OF

THE HONORABLE MERVYN M. DYMALLY

CHAIRMAN, SUBCOMMITTEE ON JUDICIARY AND EDUCATION

OVERSIGHT HEARING ON THE D.C. PUBLIC SCHOOL SYSTEM

THURSDAY, SEPT. 26, 1991 10:00 A.M. 1310A LONGWORTH HOB

THE SUBCOMMITTEE ON JUDICIARY AND EDUCATION WILL COME TO ORDER.

I WANT TO THANK OUR WITNESSES FOR TAKING THE TIME FROM YOUR DEMANDING SCHEDULES TODAY TO SHARE YOUR VIEWS, GOALS, AND CONCERNS ON THE DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM.

I AM ESPECIALLY PLEASED TO WELCOME SUPERINTENDENT FRANKLIN SMITH TO THE DISTRICT OF COLUMBIA IN HIS FIRST APPEARANCE BEFORE OUR COMMITTEE. WE LOOK FORWARD TO A LONG AND PRODUCTIVE STAY FOR YOU AS SUPERINTENDENT.

TIME LIMITATIONS WILL NOT PERMIT US TO HEAR FROM EVERYONE WHO WANTED TO TESTIFY TODAY, NOR WILL WE BE ABLE TO HEAR IN DETAIL EVERYTHING OUR WITNESSES MIGHT HAVE WISHED TO SAY.

PAGE 2 - OPENING STATEMENT OF MR. DYMALLY

I HAVE, HOWEVER, INSTRUCTED STAFF TO ACCEPT RELEVANT WRITTEN STATEMENTS FOR INCLUSION IN THE RECORD OF THIS HEARING.

THIS HEARING IS BEING HELD IN ACCORDANCE WITH THE LEGALLY MANDATED OVERSIGHT OBLIGATION OF THE U.S. CONGRESS AND THE COMMITTEE ON THE DISTRICT OF COLUMBIA.

WE DO NOT INTEND TO INVOLVE CONGRESS OR THE COMMITTEE ON THE DISTRICT OF COLUMBIA WITH THE DETAILS OF EITHER POLICYMAKING, ADMINISTRATION, OR DAILY OPERATIONS OF THE D.C. PUBLIC SCHOOL SYSTEM, BARRING THE MOST EXTRAORDINARY AND COMPELLING CIRCUMSTANCES, OR SOME CLEAR INSTANCE WHERE WE CAN AND MUST HELP.

WE ARE HERE FOR AN UPDATE OF WHAT IS HAPPENING IN THE SCHOOL SYSTEM, WHAT THE MAJOR GOALS AND PROBLEMS ARE, AND HOW WE IN THE CONGRESS MIGHT BE HELPFUL WITH PROBLEM-SOLVING EFFORTS AND THE ACHIEVEMENT OF GOALS.

THE D.C. BOARD OF EDUCATION BECAME THE CITY'S FIRST ELECTED BODY OF LOCAL GOVERNMENT IN 1968, AND WE ARE KEENLY MINDFUL THAT, AS SUCH, THE BOARD REPRESENTED THE FIRST MAJOR STEP TOWARD "HOME RULE" WHICH FOLLOWED IN 1973.

PAGE 3 - OPENING STATEMENT OF MR DYMALLY

THE CLEAR INTENT OF CONGRESS IN THIS PROCESS WAS TO DELEGATE FULL RESPONSIBILITY TO THE CITIZENS OF THE DISTRICT OF COLUMBIA FOR THE GOVERNANCE AND OPERATION OF THE PUBLIC SCHOOL SYSTEM.

I, THEREFORE, URGE EVERYONE HERE TO BE COGNIZANT OF THE FACT THAT WHILE CONGRESS MUST REMAIN IN TOUCH, INFORMED, AND HELPFUL WHERE IT CAN AND SHOULD BE, WE HAVE NO INTENTION OF REPLACING EITHER THE BOARD OF EDUCATION OR ANY OTHER APPENDAGE WHICH REPRESENTS OR ENACTS THE WILL OF THE PEOPLE IN THE OPERATION OF THE D.C. SCHOOL SYSTEM.

I AM REQUESTING OF THE WITNESSES THAT YOU VERBALLY SUMMARIZE YOUR TESTIMONY WITHIN THE SPACE OF 10 MINUTES IN THE INTEREST OF TIME. YOUR WRITTEN STATEMENTS WILL BE ENTERED INTO THE RECORD AS SUBMITTED.

LET ME WELCOME THE SUPERINTENDENT OF THE D.C. SCHOOL SYSTEM, DR. SMITH, AND PRESIDENT OF THE SCHOOL BOARD, MR. HALL. PLEASE COME FORWARD.

STATEMENTS OF HILDA HOWLAND M. MASON, CHAIRPERSON, COMMITTEE ON EDUCATION AND LIBRARIES, COUNCIL OF THE DISTRICT OF COLUMBIA; R. DAVID HALL, PRESIDENT, BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA, AND FRANKLIN L. SMITH, SUPERINTENDENT OF SCHOOLS, CHIEF STATE SCHOOL OFFICER, DISTRICT OF COLUMBIA PUBLIC SCHOOLS

STATEMENT OF HILDA HOWLAND M. MASON

Ms. MASON. Good morning and thank you very much, Congressman Dymally.

I am very pleased to have the opportunity to be here and I'm sorry that I can't stay because I do have to Chair the Washington metropolitan area D.C. Transit Authority Board meeting at 10:30. But I want to thank all of you for your interest and your support in public education in the District of Columbia.

Since June 1989, when the District Committee on Public Education—COPE—issued its report, "Our Children, Our Future," there has been widespread support throughout the District of Columbia for major reforms in the public school system.

With the arrival of Dr. Smith, the new superintendent, and with our very active and committed board members, new steps are being taken to achieve the types of reform all of us have long desired, although I must emphasize how immense is the challenge which is facing Dr. Smith, the board members, and the total community.

Dr. Smith has been very accessible and forthright, for which I am very grateful, and he has also initiated what I understand will be regular meetings with the director of the public libraries, Dr. Hardy Franklin, the new president of the University of the District of Columbia; Dr. Tilden J. LeMelle, to discuss how to improve coordination and the overall delivery of educational services by the District's total system of public education.

These meetings are an outgrowth of quarterly public education summits which the D.C. Committee on Education and Libraries began convening last December to periodically bring together the chief executive officers and members of the governing boards of the respective educational institutions to discuss specific education topics.

I commend Dr. Smith and, again, the president of the board, for the leadership that has been demonstrated in this regard and we intend to continue this process.

For the subcommittee's information, the most recent summit held by the D.C. Committee on Education and Libraries focused on the performance of public school students on the National Assessment of Educational Progress mathematics achievement test, and what actions need to be taken to improve student achievement in the District of Columbia public schools.

On October 7, the D.C. Committee on Education and Libraries will hold a public round table to discuss the school system's success during the last year to reduce the backlog of deferred repairs and maintenance to school facilities. An additional topic at this round table will be efforts to improve school security and safety.

On November 4, the committee will hold another summit to receive a status report on actions taken by the school system and the university, the public libraries, and the school of law to reorganize

and restructure operations, to balance fiscal year 1992 budgets, to reduce administrative costs and personnel, and to intensify efforts to forge public-private partnerships.

It is my personal belief that if the appropriate outreach is done by the leaders of the District's public education institutions, the opportunity now exists to work with the private sector to bring large sums of nongovernment funds and new technologies into the District's public education system. I expect that Mr. Smith, our superintendent, and Mr. Togo West from COPE may have more to say on this matter.

As to the specific topics on which the subcommittee has asked for comment, I shall simply note that I think all of us are troubled and disappointed by the recent results of the NAEP mathematics assessment, SAT test results, and the comprehensive test of basic skills.

These results, coupled with the high dropout rate from junior and senior high schools, and the precarious plights of young African-American males, have brought the school system to a crossroads.

The time has come when rhetoric about "education being the District's number one priority" must be accompanied by concerted action, to include constructive leadership by the Mayor of the District of Columbia in bringing about educational reform.

Improving student achievement to levels that ensure that all graduates of the public schools have the skills to survive, let alone succeed, in our increasingly complex, highly technological society, represents, in my opinion, the greatest challenge facing the public school system at this time.

The goal we must strive to realize, however, is developing a public school system within which there exists an environment conducive to learning that will ensure that all students who enter at the prekindergarten and kindergarten levels stay in school and eventually graduate from high school—and we hope that they will be eligible to go on to college.

Once having graduated, our youth and young adults must have the self-confidence and the educational preparedness to go on to receive a college degree or possess skills sufficient enough to find a meaningful job.

The other matter is the physical condition of the school buildings and facilities. While I know that COPE and Parents United have been working closely with the school system to address the backlog of deferred repairs and maintenance, as well as to eliminate fire and building code violations, I must note two facts:

The Mayor and the council fully funded the school system's request in this regard in fiscal year 1991, and present plans are to do so for fiscal year 1992.

The second point is the ambitious agenda established by the school system for improving the condition of school facilities during fiscal year 1991 has not been fully achieved, but I'm sure they're striving to take care of that.

The onus remains on the school system to do even better, is to spend all of the funds made available to repair and improve school facilities, and to spend these funds effectively by ensuring a system of quality control that will be in place.

Finally, I feel obligated to state that Superintendent Smith and the D.C. Board of Education are trying to address problems and inadequacies that need attention. Superintendent Smith faces the additional challenge of trying to get control of, and bring accountability to, a rather large bureaucracy.

I point this out because corrective actions are needed to resolve the financial and management problems of the school system. There is a possibility that because so little time exists during which so much must be done that some mistakes will be made. But even if mistakes are made, if they are acknowledged and once known, they can be corrected.

What I am trying to emphasize, then, is that I believe the superintendent and the board, I would add, are committed to bringing the necessary reform to the school system with the solid backing of the D.C. Board of Education and the community. This undertaking is so tremendous, however, that we must allow the superintendent and the board time enough to do what needs to be done.

I suspect some actions will be taken that all of us will not agree on, but if we are to be fair and if the reform effort is to succeed, we must focus on the larger picture. If the educational skills and achievement of our students measurably improve under Superintendent Smith's leadership, then he will have succeeded. I trust he will, and I promise you that I will do everything that I can to help.

Thank you very much for providing me this opportunity.

[The prepared statement of Ms. Mason follows:]

TESTIMONY OF HILDA HOWLAND M. MASON
CHAIRPERSON, COMMITTEE ON EDUCATION AND LIBRARIES
COUNCIL OF THE DISTRICT OF COLUMBIA
TO THE JUDICIARY AND EDUCATION SUBCOMMITTEE
COMMITTEE ON THE DISTRICT OF COLUMBIA
UNITED STATES HOUSE OF REPRESENTATIVES

HEARING ON THE DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM

September 26, 1991 -- 1310A Longworth Building

I am pleased to have this opportunity to appear before the Judiciary and Education Subcommittee to briefly share my thoughts on the status of the District of Columbia Public School System. At the outset, let me express my appreciation to my long time friends Mervyn Dymally, the Subcommittee Chairman, Ron Dellums, the Committee Chairperson, and District Delegate and Subcommittee member Eleanor Holmes Norton, and to all other members of the Subcommittee and the Committee on the District of Columbia for your support of public education in the District of Columbia.

Since June of 1989, when the Committee on Public Education (COPE) issued its report, "Our Children, Our Future," there has been widespread support throughout the District of Columbia for major reforms in the public school system. With the arrival of Dr. Franklin L. Smith, the new Superintendent of Schools, concrete steps are now being taken to achieve the types of reform all of us have long desired, although I must emphasize how immense is the challenge facing Dr. Smith and the Board of Education.

Before I address the topics about which the Subcommittee has asked for my observations, let me note that the lines of communication between the Council and, in particular, the Committee on Education and Libraries, and the Board of Education and the Superintendent of Schools are much better than has been the case in recent years. Superintendent Smith has been very accessible and forthright, for which I am most grateful.

He has also initiated what I understand will be regular meetings with the Director of the Public Libraries, Dr. Hardy Franklin, and the new President of the University of the District of Columbia, Dr. Tilden J. LeMelle, to discuss how to improve coordination and the overall delivery of educational services by the District's total system of public education. These meetings are an outgrowth of quarterly public education summits which the Committee on Education and Libraries began convening last December to periodically bring togther the Chief Executive Officers and members of the governing boards of the respective educational institutions to discuss specific education topics. I commend Superintendent Smith for the leadership he has demonstrated in this regard, because I believe that one of the barriers to educational reform in the past has simply been lack of communication between elected and appointed officials responsible for public education in the District.

For the Subcommittee's information, the most recent summit held by the Committee on Education and Libraries forcused on the performance of public school students on the National Assessment of Educational Progress (NAEP) mathematics achievement test, and what actions need to be taken to improve student achievement in the District of Columbia Public Schools. On October 7th, the Committee on Education and Libraries will hold a Public Roundtable to discuss the school system's success during the last year to reduce the backlog of deferred repairs and maintenance to school facilities. An additional topic at this Roundtable will be efforts to improve school security and safety.

On November 4th, the Committee will hold another summit to receive a status report on actions taken by the school system (and the University, the Public Library, and the School of Law) to reorganize and restructure operations, to balance Fiscal Year 1992 budgets, to reduce administrative costs and personnel, and to intensify efforts to forge public-private partnerships. It is my personal belief that if the appropriate outreach is done by the leaders of the District's public education institutions, the opportunity now exists to work with the private sector to bring large sums of non-government funds and new technologies into the District's public education system. I expect that Superintendent Smith and Mr. Togo West from COPE may have more to say on this subject.

As to the specific topics on which the Subcommittee has asked for comment, I shall simply note that I think all of us are troubled and disappointed by the recent results of the NAEP mathematics assessment, SAT test results, and the Comprehensive Test of Basic Skills (CTBS). These results, coupled with the high drop-out rate from junior and senior high schools, and the precarious plights of young African-American males, have brought the school system to a crossroads. The time has come when rhetoric about "education being the District's number one priority" must be accompanied by concerted action, to include constructive leadership by the Mayor of the District of Columbia in bringing about educational reform.

Improving student achievement to levels that ensure that all graduates of the public schools have the skills to survive, let alone succeed, in our increasingly complex, highly technological society, represents in my opinion the greatest challenge facing the public school system at this time. The goal we must strive to realize, however, is developing a public school system within which there exists an environment conducive to learning that will ensure that all students who enter at the pre-kindergarten and kindergarten levels stay in school and eventually graduate from high school. And, once having graduated from high school, our youth and young adults must have the self-confidence and the educational preparedness to go on to receive a college degree, or possess skills sufficient enough to find a meaningful job.

Anything less is not enough, as Superintendent Smith well knows. But I will defer to him to describe for you his plan for meeting the challenges the public school system faces, to include new programs or educational thrusts he intends to propose, and curriculum refinements he has initiated or soon will be initiating.

Let me comment on two other matters. I doubt anyone would disagree with me when I say that the public school system is underfunded. The downsizing of the administrative area that Superintendent Smith has put into motion is a very painful process, touching many lives at a time when the overall economy is depressed and employment is difficult, sometimes impossible, to come by. But the downsizing is necessary because for far too many years too much of the financial resources made available to the school system were not going into the instructional program, were not directly benefitting the students. This trend simply had to be reversed, and I support Superintendent Smith's efforts to do so.

I would add, in fact, how imperative it is that Superintendent Smith succeed in his efforts, because some District of Columbia elected officials, as well as District taxpayers, are no longer prepared to pour huge amounts of additional funds into the school system without seeing tangible educational improvements and real managerial efficiencies and cost savings.

The other matter is the physical condition of school buildings and facilities. While I know that COPE and Parents United have been working closely with the school system to address the backlog of deferred repairs and maintenance, as well as to eliminate fire and building code violations, I must note two facts:

(1) the Mayor and the Council fully funded the school system's request in this regard in FY 1991, and present plans are to do so for FY 1992; and

(2) the ambitious agenda established by the school system for improving the condition of school facilities during Fiscal Year 1991 was not fully achieved. There was demonstrable improvement compared to past experience. But the onus remains on the school system to do even better, to spend all of the funds made available to repair and improve school facilities, and to spend these funds effectively by ensuring a system of quality control is in place.

Finally, I feel obliged to state that Superintendent Smith and the Board of Education are trying to address problems and inadequacies that need attention. Superintendent Smith faces the additional challenge of trying to get control of, and bring accountability to, a rather large bureaucracy.

I point this out because corrective actions are needed to resolve the financial and management problems of the school system. There is a possibility that because so little time exists during which so much must be done that some mistakes will be made. But even if mistakes are made, if they are acknowledged once known, they can be corrected.

What I am trying to emphasize, then, is that I believe the Superintendent is committed to bringing necessary reform to the school system with the solid backing of the Board of Education. This undertaking is so tremendous, however, that we must allow Superintendent Smith and the Board time enough to do what needs to be done. I suspect some actions will be taken that all of us will not agree on, but if we are to be fair and if the reform effort is to succeed, we must focus on the larger picture. If the educational skills and achievement of our students measurably improve under Superintendent Smith's leadership, then he will have succeeded. I trust he will.

Thank you.

Mr. DYMALLY. Ms. Mason, thank you very much for your eloquent statement. It's a pleasure to see you again. We look forward to working with you, and we understand what your schedule is all about.

Ms. MASON. Thank you very much.

Mr. DYMALLY. Mr. Hall?

STATEMENT OF R. DAVID HALL

Mr. HALL. Good morning, Congressman Dymally. Thank you for the opportunity to appear before you and other members of the subcommittee today.

Mr. DYMALLY. Mr. Hall, just one minute, I just want to make note of the fact that the minority members are now in conference, thus, the reason for the absence. I assure you they're not boycotting the meeting.

Mr. Lowery has asked me to enter into the record a statement of his, and I do so, without objections.

[The prepared statement of Mr. Lowery follows:]

ONE HUNDRED SECOND CONGRESS

RONALD V. DELLUMS, CALIFORNIA, CHAIRMAN

COURTNEY M. (PETE) STARK, CALIFORNIA
WILLIAM H. GRAY III, PENNSYLVANIA
MERVYN M. DYMALLY, CALIFORNIA
ALAN D. WHEAT, MISSOURI
JIM McDERMOTT, WASHINGTON
ELEANOR HOLMES NORTON,
DISTRICT OF COLUMBIA
SANDER M. LEVIN, MICHIGAN

THOMAS J. BLILEY, JR., VIRGINIA
LARRY COMBEST, TEXAS
DANA ROHRABACHER, CALIFORNIA
BILL LOWERY, CALIFORNIA

EDWARD C. SYLVESTER, JR., STAFF DIRECTOR
DENNIS G. SMITH, MINORITY STAFF DIRECTOR

TELEPHONE (202) 225-4457
FAX (202) 225-2099

U.S. House of Representatives
Committee on the District of Columbia
ESTABLISHED 21 JANUARY 1808
Room 1310, Longworth House Office Building
Washington, DC 20515

Statement of

Congressman Bill Lowery
Ranking Minority Member
Committee on the District of Columbia
Subcommittee on Judiciary and Education

Mr. Chairman, I am grateful for this opportunity to hear about the District school system from those who are on the frontlines. The local schools face a variety of very serious problems. I suspect that many of those who chose a career in the schools might say that they have long since made being a "crisis manager" an adjunct to their duties as educators.

Last year, materials were submitted to this Committee claiming that -- quote -- "Schools are safe and functioning even in difficult neighborhoods." Would anyone make the same claim this year when the schools opened to the sound of gunfire and the cries of seriously wounded children?

Children have increasingly become the perpetrators and targets of violent crime. According to a May 22, 1991 article in the Washington Times, the youngest homicide this year was only six years old and there have been at least a dozen more victims under the age of 18.

The violence on our city streets has spilled-over into the school yard. I will cite only one instance, that of Joseph Harris, a 13 year old boy attending Kramer Junior High School, who was stabbed through the back by a fifteen year old classmate in the school cafeteria.

Providing for the security of schools and students must be a number one priority.

Serious though it may be, however, crime is not the only threat to the health and safety of the District's school children. The dilapidated condition of the buildings themselves in many instances pose a substantial threat to students.

Reviewing the transcript from the hearing on the D.C. public school system that you conducted one year ago, Mr. Chairman, I was struck that despite the promises and statements made at that time, little progress seems to have been made in repairing the physical plant and in overcoming many of the other problems faced by the school system.

Last year, the then-superintendent Andrew Jenkins testified that -- quote -- we have managed to address most of the serious facility problems that have the potential to affect the safety and welfare of our students and employees -- unquote. He further stated that the school system had established "a special emergency response team, designed to deal solely with fire code violations" and a "coordinating committee" of school and fire department officials to monitor the correction of such violations. Mr. Jenkins also testified to the creation of "three service area teams" to provide more effective maintenance and repair service.

As I noted, that testimony was received by this Subcommittee last September. Nine months later, on June 13, 1991, Parents United for the D.C. Public Schools provided final notice of their intent to sue to remedy dangerous and dilapidated school building conditions.

According to Parents United, more than 11 thousand Fire Code violations have been documented in the 152 school buildings that have been inspected since the beginning of 1989. That comes out to an average of 73 violations per building. Almost all of those schools had serious fire code violations involving either:

- locked or blocked exit doors,
- missing or defective interior fire doors,
- boiler violations,
- defective fire alarm systems,
- electrical conditions that could cause a fire, or
- improperly stored combustible materials.

While I don't want to belabor the point, I think it worthwhile to go into a little detail on how bad conditions are in many schools. I quote from a Parents United draft brief describing conditions at the Bowen Elementary School.

> "Bowen Elementary School has a number of serious structural problems. Bowen's heating system is highly erratic. There is no heat in the gym and in some classrooms. In other rooms, the heat is so high that students and staff leave

the windows open in the winter to make the room bearable. Major plumbing repairs are needed, particularly in the restrooms. Construction of a nearby Metro station has caused settling of the land where Bowen lies. The floor is cracked, the gym ceiling is falling down, stress factors are abundant, and ceilings throughout the school are in a total state of disrepair. In addition to these structural defects, safety problems have plagued Bowen in the last two years. In July 1988, an employee who was charging the air conditioning unit with freon was rushed to the hospital in an ambulance after he was overcome by vapors in the boiler room. A subsequent investigation found excess chemical stored in the boiler room, friable asbestos lying on the boiler room floor, and clogged drains which prevented water in the room from draining. ... In November, 1989, a safety inspection determined that rainwater leaked into the general basement area, the boiler room, and the electrical vault. The source of the leak was a hole in the parking lot pavement. Safety inspectors have also expressed concern about the large rats spotted on Bowen's grounds. The last Fire Department inspection was on October 24, 1990. The Fire Department noted several exit doors blocked open, missing or defective fire doors, and improper storage of combustibles. There were not fire extinguishers in the cafeteria. The emergency generator has been out of service since June 1990. Other building inspectors have determined that Bowen has exposed electric panels and a problematic fire alarm system."

The conditions at Bowen, incredible as they may seem, are not the worst to be found within the

D.C. school system and are certainly not unique. The fact that such conditions could prevail nine months after Mr. Jenkins told this Subcommittee that -- quote -- we have managed to address most of the serious facility problems that have the potential to affect the safety and welfare of our students and employees -- unquote -- is simply intolerable.

In many ways, the academic performance of the schools mirrors their physical condition. Test scores of District stude..ts are low. The vast majority of students entering the University of the District of Columbia require remedial work in English and mathematics.

According to a March 1991 report of the D.C. Council Committee on Education and Libraries, "in 1990 standardized test scores for D.C. Public School students fell dramatically. Reading scores system wide declined in 1990 from 1989 at 54% of the elementary schools, 68% of the junior high schools, and 79% of the senior high schools. Mathematic scores fell at 54% [of] the elementary schools, 57% of the junior high schools, and 36% of the senior high schools."

This same Council Committee report made the following telling observation:

"[Declining test scores] should not be surprising. Teachers in the D.C. Public Schools work a seven-hour work day which includes a duty-free lunch. Teachers in the rest of the metropolitan area work a seven and one-half hour work day -- the extra hour devoted to classroom instruction. D.C. Public School students,

however, receive anywhere from 1.2 school years to 2.2 school years less instructional time than students in the suburbs[.]"

According to the school system, 40 percent of ninth graders entering D.C. public schools do not graduate. When asked about the drop-out rate last year, Mr. Jenkins responded by stating that -- quote -- We really don't believe that [the dropout rate] is, in fact, that high. But because of the faulty mechanisms in terms of tracking students, that is the figure that we have posted -- unquote.

When asked whether the dropout rate was increasing, Mr. Jenkins again replied that -- quote -- The dropout rate ... has been going up, but that is due to the way we have finally come to calculate and estimate the dropout rate -- unquote. Further, Mr. Nate Bush, then-president of the school board, testifying on the same panel with Mr. Jenkins, testified "that within 3 to 4 years of dropping out of school, many of these students do return to our school system in our evening adult education programs."

Frankly, I am far less sanguine about dropouts and their future. I note, for example, that according to D.C. Department of Corrections statistics for 1990, 61 percent of the inmate population at Lorton had not completed the Twelfth grade. Nor, given salary levels for teachers and per pupil expenditures, -- which I will turn to shortly -- is there any excuse for such poor performance.

When asked about the $150 million backlog in school repairs and maintenance, Mr. Jenkins gave the following explanation:

> "That [the backlog] was caused over a period of years where, when money was actually short and school systems did not have the luxury of doing all the things that it wanted to do. So, decisions were made to preserve the integrity of the work force rather than to try to maintain the buildings in proper working condition."

Ironically, this is one policy prescription that the school system appears to have filled only too well. The Rivlin Commission found that, "[e]xcluding state services, transportation, and facility maintenance, the District's school system employees 865 more nonschool-based staff than the average for local districts and 1,251 more than the average for urban districts." At the same time, student enrollments have dropped from 88,000 in 1989 to 81,000 just a year ago.

Despite a top heavy bureaucracy and decreasing numbers of students, the Washington Post reported last spring that not only had the school system failed to downsize -- it had actually increased its work force by over 1,000 positions.

Moreover, a report of the D.C. Council Committee on Education and Libraries concluded that the "school system's inability or unwillingness to identify significant cost savings and make better use of scarce financial resources ... is simply unacceptable at a time when the District ...

as a municipality is experiencing severe financial problems."

A report issued by the American Federation of Teachers would seem to support the notion that the problem facing the D.C. schools is not so much the lack of financial resources, but the misallocation of those resources.

The report states that per pupil expenditures in District schools was 155% above the national average for the 1990-1991 school year. That figure, by the way, excludes capital outlay debt service and bond and construction expenses. Nor is that high rating anything new. In both the 1988 - 1989 and the 1989 - 1990 school years, D.C. ranked second in the nation for per pupil expenditures.

So too, despite complaints about pay comparability, the salaries for D.C. teachers compares well with teachers' salaries across the nation. The average teachers salary in the District in 1990 - 1991 was over $39,000, placing the District fourth in the nation (just behind New York and ahead of my home state of California).

The District also ranked fourth in the nation the year before and, in 1988 - 1989, the District was third in the nation. In each year, D.C. was ranked well above both Maryland and Virginia.

Starting salaries for teachers in the District are also comparatively high, with D.C.

ranked eighth in the nation.

Indeed, a March, 1991 report of the D.C. Council Committee on Education and Libraries found that "actual salaries paid to teachers in D.C. Public Schools in 1990 were in fact comparable to those paid in surrounding jurisdictions, with the exception of Montgomery County ... When the one-half hour shorter work day for D.C. Public School teachers is factored in, actual salaries paid to teachers in the District's public school system were significantly higher than those paid in other jurisdictions, again with the exception of Montgomery County."

Unfortunately, comparatively high salaries have not been met with equally high performance. The same report of the D.C. Council Committee on Education and Libraries also continued with the following observation:

> "[I]nadequately performing teachers are [rarely] removed from the payroll of the school system -- even when they are removed from a local school or from teaching per se ... All too often, inadequately performing teachers who are "moved out" by strong principals, parents, or both, are simply transferred to another school -- thus shifting rather than addressing the problem of inadequate teaching."

Remarkably, the Washington Teachers' Union submitted a statement for the record last year stating that, "[i]n spite of all of the adversities the District of Columbia Public School

system should be given an above average rating." Frankly, Mr. Chairman, that strikes me as a classic instance of grade inflation.

I have been quoting other reports and statistics, but they are not my only sources. Last year, five members of my staff volunteered as tutors at Tyler Elementary School on the Hill. They found students not only in need of tutoring, but in some cases learning disabled to the point that they were not functioning the classroom at all. One child did not know the alphabet at the age of eight. It took the insistence of my staff member before the child was finally tested and it took a year before the child was placed in a special program to deal with his needs.

Finally, I know that I have sounded some very somber themes. I would, nevertheless, close on a positive note. This year we have before us both a new President of the School Board and a new Superintendent of schools. I have gone on at length about the shortcomings of the past school leadership to let these two gentlemen know that we appreciate the terrible mess that they have inherited.

I am sure that I speak for all of the members of this Subcommittee when I say that I wish both of you well in confronting the difficult issues that face the District's school system. All of us on this Subcommittee have recognized that a new day has dawned for the District of Columbia at city hall. I hope that the same is true for the school system.

I look forward to your testimony, and that of all of the witnesses.

Thank you, Mr. Chairman.

48-495 - 93 - 2

MINORITY FACT SHEET

OVERSIGHT HEARINGS ON D.C. PUBLIC SCHOOLS

SEPTEMBER 26, 1991

Prepared by Nancy Noe

I. GENERAL BACKGROUND ON HEARING

On September 18, 1990, the District of Columbia Committee's Subcommittee on the Judiciary and Education held an oversight hearing on the D.C. Public School System (DCPS). Although the hearings were general in nature, and the objective was that of "fact-finding" and information gathering, some interesting points were made and some enlightening comments were heard on behalf of various parties interested in and involved with the city's public schools. Today, some of those same participants, and a number of

new participants are present. Included among those testifying is newly elected School Board President R. David Hall. Also testifying are Dr. Franklin L. Smith, the new Superintendent of the DCPS and the Honorable Hilda H.M. Mason, D.C. Council Member and Chairperson of the Committee on Education and Libraries.

The second panel includes Mr. David Fowler Vice Chairman of the D.C. Committee on Public Education Dr. Jimmie Jackson, President of the Washington Teachers Union.

Lastly, the subcommittee will hear from Ms. Delabian Rice-Thurston, who is the Executive Director of Parents United for the D.C. Public Schools and a former witness before this subcommittee and Mr. William H.L. Brown, the President of the D.C. Congress of Parents and Teachers.

The D.C. Board of Education is the city's oldest elected body, having first been elected in 1968, five years before Home Rule was established in 1973. The School Board has historically been a political springboard for officials interested in obtaining elected office either on the City Council or in the executive branch of the District's government. Case in point is that former Mayor Marion Barry began his political career as an elected member of the D.C. Board of Education.

II. INFRASTRUCTURE

According to the report issued in June of 1989 by the D.C. Committee on Public Education (COPE), an organization established to study the situation in the D.C. Public Schools and including leaders from government, business, education and religion, the condition of the Public Schools is horrendous. The Appropriations Committee Subcommittee on the District of Columbia stated in its Appropriations report for FY 92 that the conditions are "deplorable," citing concerns over how the $22,000,000 provided in the FY 91 budget for infrastructure improvements was used. The report issued mentioned some 10,000 fire code violations in the roughly 175 schools that make up the D.C. public school system. The report also mentioned that the Committee members had some concerns that the District has withheld its $10 million contribution to the pay-as-you-go capital program, which was part of the previously mentioned $22 million improvement package.

Furthermore, COPE recommended and the Rivlin Commission supported the position that the DCPS close at least ten of its excess school buildings. The Board did announce that it would close four in 1990, two in 1991, and one in 1992. Not only has it been recommended that the school system close the excess schools, but some of the school buildings that are in use are dilapidated and dangerous. Parents United, at last year's hearing, cited these examples to demonstrate the conditions of the school buildings:

- Classrooms without heat
- Leaky roofs and crumbling window frames that lead to falling ceiling tiles and plaster.
- Cafeteria food prepared in areas with falling paint
- Non-functional toilets, sinks, and showers
- Hypodermic needles found on playgrounds
- Water-damaged and buckling gym floors
- Lack of toilet paper, paper towels, light bulbs and wax

In addition, the COPE report provided that the average response time for work orders issued by individual schools was three to six months and 17,736 of the 21,295 work orders were outstanding in 1989. Although the DCPS has taken a somewhat proactive approach to these problems, it is fair to say that conditions are far from satisfactory for students and faculty.

Specifically speaking, the District has taken some initiative to improve the physical conditions of the city's schools. The city has established a program called DAPS, the Direct Activity Purchase System. The program allows individual schools to contract for some of their own minor repairs and eliminates some of the bureaucratic, and excessively cumbersome red-tape involved with seeking improvements. This program has not been implemented on a city-wide basis, but it is expected to be expanded to all schools during the 1991-1992 school year. The Subcommittee on D.C. Appropriations

expects a report on this program before October 30, 1991.

III. CRIME AND SECURITY

The city's schools should be safe and secure for students to attend. The violence that has become so common on the streets of the city can be found more and more in the halls of the school buildings and the playgrounds. For example, a thirteen year old boy was recently stabbed in the back by a fifteen year in the cafeteria of Kramer Junior High School. Drive-by shootings have occurred at and near public school buildings and guards and metal detectors are sometimes needed at schools to assist faculty in maintaining a safe and orderly atmosphere.

IV. THE ADMINISTRATIVE BURDEN

A very significant contributor to the failure of the city to provide adequate education for its youth is the bloated administration in the D.C. Public School System. The DCPS has more administrators per 10,000 students than nearly every other urban school system in the country. Although the student population declined by from about 88,000 students in 1984 to about 81,000 in 1990, the number of Public Schools employees has increased by 1568 employees since 1984. In addition, you will notice in CHART A, you will notice that the DCPS spent "approximately 6% less of its budget on instruction than either the local or non-local school districts and 8% more on non-instructional support". CHART B

demonstrates that the D.C Public School System spends approximately $1780 on general support(non-instructional) per student, which is about $324 more than most other non-local school districts of comparable size and about $180 more on general support per student than the other local school districts according to CHART C. Referring to CHART D, you will notice that not only is the DCPS spending more per student on non-instructional services, but it is also spending approximately $536 less per student for instruction than these same cities compared in CHART B and approximately $682 less per student for instruction than the surrounding school systems (see CHART E).

In addition to having such high overhead, teachers' salaries are very high in the District of Columbia. According to a recent article in The Washington Times (enclosed), which relies on a recent annual report from the American Federation of Teachers, the District's teachers averaged higher salaries for school year 1990-1991 than the national average. Although the national average was about $32,880, the District average was $39,362, which is also higher than Maryland and Virginia and is fourth in the nation. The District of Columbia also ranked eighth in the nation in average starting salaries ($23,327). These figures are more recent than the figures provided in the COPE report and by the Rivlin Commission and demonstrate a steady and profound increase in District teachers' salaries. That same report also has updated the numbers on expenditures per pupil to $7550, which ranks the

District at third in the country.

As a result of this misdirected funding and excessive spending, it is obvious that one of the major problems with the DCPS is not that it is underfunded; but rather that it has chosen to exhaust its resources in areas other than instruction or even safe and modern school buildings.

V. EDUCATIONAL QUALITY AND PERFORMANCE

Arguably, the most alarming statistics are those that demonstrate the performance levels of the students. District students have performed and continue to perform far below national average levels. The school system is struggling with limited offerings and are often accused of insufficiently challenging students. Although the school system does have a fairly adequate early childhood program that provides a full day pre-kindergarten for four year olds, the city's school system is often faulted for not addressing the concerns of special needs students, such as the handicapped or those with learning disabilities, as well as the gifted students requiring special attention. The overall quality of education is lacking as evidenced by the results of national tests taken by city students.

According to testimony of Parents United at last year's hearings, D.C. students' SAT scores, although they have improved,

still lag behind the national average:

	SAT SCORES		DIFFERENTIAL FROM NATIONAL AVERAGE	
Test	1984	1989	1984	1989
VERBAL	325	340	-101	-87
MATH	361	373	-110	-103

Likewise, the grade point average for all high school students was approximately 1.80 for 1988-89. Refer to CHARTS F,G, and H for a demonstration of how poorly the District students' scores on the Comprehensive Test of Basic Skills (CTBS) in comparison with the national averages at various grade levels. Interestingly enough, the students in the lower grades seemed to perform at significantly higher levels than those at the later grades. This disconcerting fact is only magnified when considering that 40% of those student entering high school did not graduate throughout the 1980's. According to COPE's report, half of the District's male student population does not graduate from high school. Furthermore, when the school system performed an internal study of those who drop out, it found that 22% were enrolled in adult education programs, but not working, 12% were enrolled in adult education and working, 13% worked full time, 9% worked part time and 45% were unemployed and not in school. In addition, Parents United contends that of the one-third that have re-enrolled in school, only 5% completed the requirements for a General Education

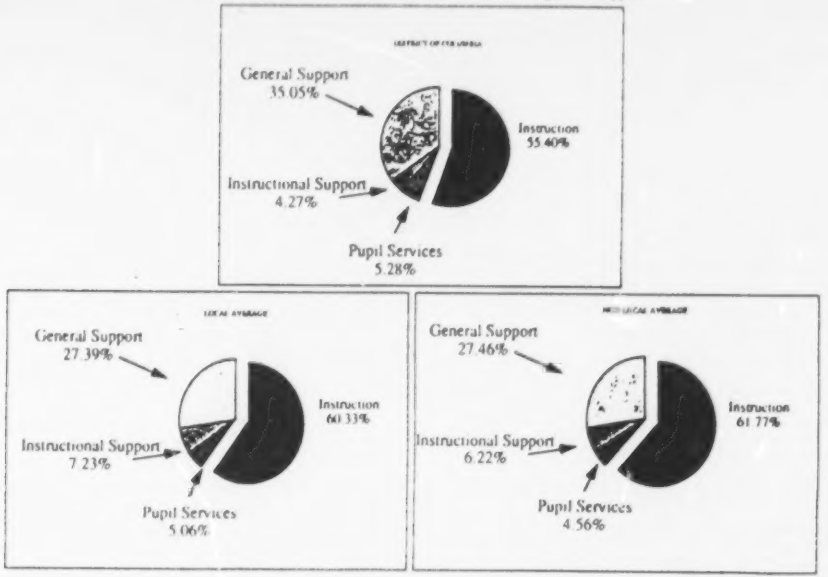
Degree (GED). There is no one factor to blame for the high drop out rate, and the high incidence of drug use among the city's youth, the dissatisfaction with teachers and schools, expulsion and suspension problems and personal problems collectively contribute to the drop out rate. Obviously, when considering these factors, the issue of quality of education and performance levels should be of utmost concern to the Superintendent and the D.C. Board of Education.

VI. INDEPENDENT AGENCY ISSUE

It is worth mentioning that legislation was enacted into law earlier this year which provides the District of Columbia's mayor with enhanced spending limitation authority. Specifically, in accordance with P.L. 102-106, the Mayor now has the authority to order spending reductions in the D.C Board of Education's appropriated budget during the Fiscal Year without going through the previously required Congressional supplemental budget process. This legislation was opposed by the school board and its effects are yet to be determined.

CHART A

DCPS spends approximately 6% less of its budget on instruction than either the local or non local school districts and 8% more on non-instructional general support

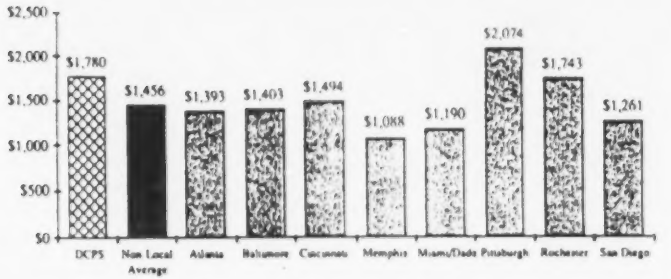


SOURCE: D.C. COMMITTEE ON PUBLIC EDUCATION

BEST COPY AVAILABLE

CHART B

ADJUSTED EXPENDITURE COST PER PUPIL FOR GENERAL SUPPORT*
IN DOLLARS PER STUDENT (Non-Local)



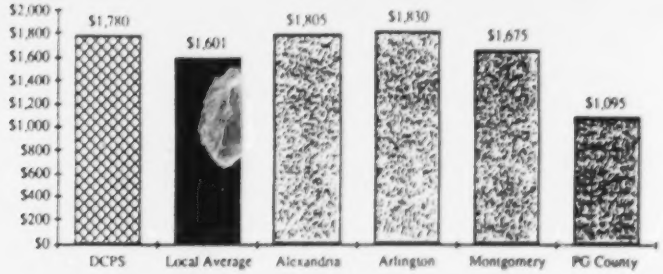
The D.C. Public School System spends approximately $324 more on general non-instructional support than the non-local districts.

* *General support includes those activities concerned with managing and administering the overall operation of the school system. Activities included in this category are Board of Education support, central administration, budget and finance, materials management, operation and maintenance of the physical plant, personnel, and data processing.*

Source: Peat Marwick.

CHART C

ADJUSTED EXPENDITURE COST PER PUPIL FOR GENERAL SUPPORT*
IN DOLLARS PER STUDENT (Local)



The D.C. Public School System spends approximately $179 more on general non-instructional support than the local districts.

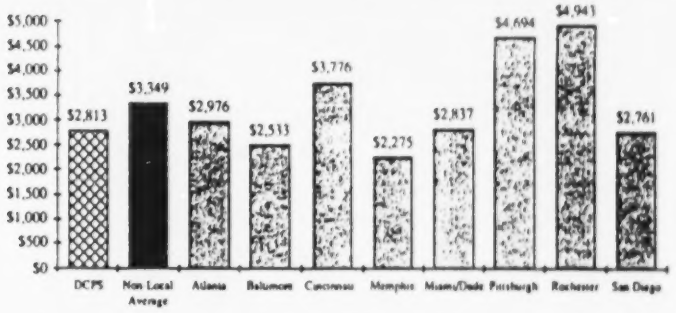
* *General support includes those activities concerned with managing and administering the overall operation of the school system. Activities included in this category are Board of Education support, central administration, budget and finance, materials management, operation and maintenance of the physical plant, personnel, and data processing.*

Source: Peat Marwick.

BEST COPY AVAILABLE

CHART D

ADJUSTED EXPENDITURE COST PER PUPIL FOR INSTRUCTION*
IN DOLLARS PER STUDENT (Non-local)



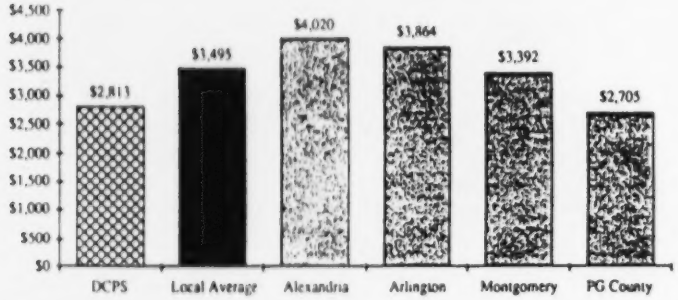
The D.C. Public School System spends approximately $536 less for instruction than the non-local average.

* *Instruction programs include any activities related to academic or vocational learning experiences. These may include regular and secondary programs as well as specialized programs designed for gifted and talented, mentally retarded, physically handicapped, or other students with special needs.*

Source: Peat Marwick.

CHART E

ADJUSTED EXPENDITURE COST PER PUPIL FOR INSTRUCTION*
IN DOLLARS PER STUDENT (Local)



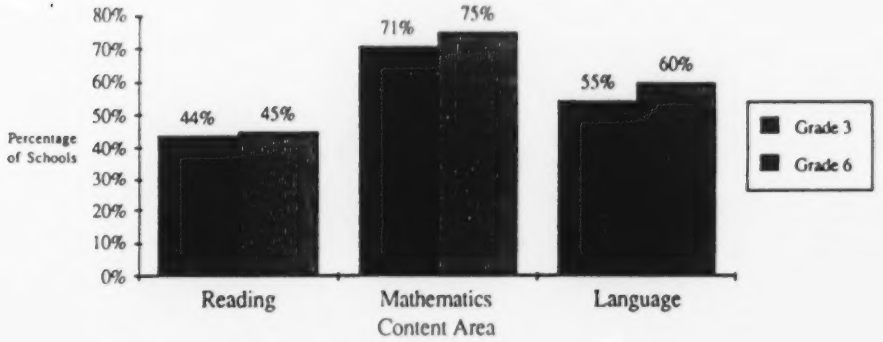
The D.C. Public School System spends approximately $682 less per student for instruction than the local average.

** Instruction programs include any activities related to academic or vocational learning experiences. These may include regular and secondary programs as well as specialized programs designed for gifted and talented, mentally retarded, physically handicapped, or other students with special needs.*

Source: Peat Marwick.

CHART F

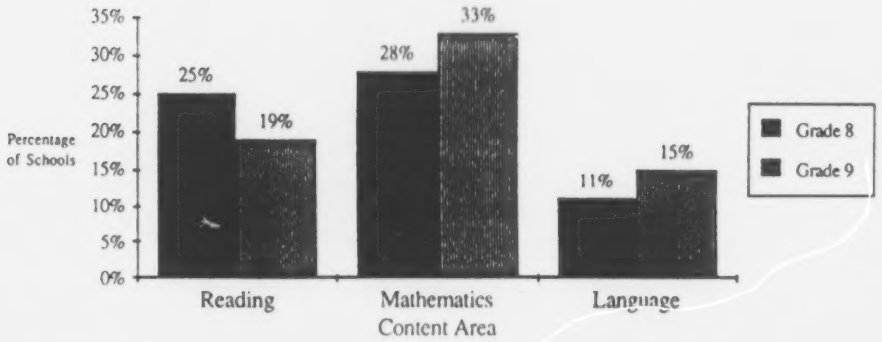
COMPARATIVE RESULTS FOR THE CTBS
Percentage of Schools Achieving
at or Above the National Norm



Source: D.C. Public Schools.

CHART G

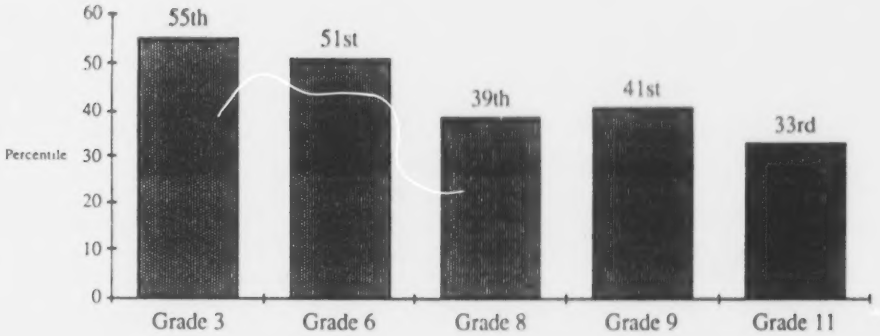
COMPARATIVE RESULTS FOR THE CTBS
Percentage of Schools Achieving
at or Above the National Norm



Source: D.C. Public Schools.

CHART II

FIGURE I-5
MEDIAN SCORES IN 1987-1988 ON
COMPREHENSIVE TEST OF BASIC SKILLS
Total Battery



Source: D.C. Public Schools.

The Washington Times

MONDAY, SEPTEMBER 23, 1991

Md., D.C. teachers above salary average

By Carol Innerst
THE WASHINGTON TIMES

Teachers in the District of Columbia and Maryland averaged bigger salaries for the 1990-91 school year than teachers nationally, while salaries in Virginia fell below the national average.

The average teacher salary for the past school year was approximately $32,880. Teachers in the District averaged $39,362, in Maryland $38,312 and in Virginia $32,692, according to the American Federation of Teachers' annual report, "Survey & Analysis of Salary Trends, 1991."

Most of the nation's 2 million teachers adhere to the same school calendar students follow and work only nine months.

Over the past 10 years, the median salary for teachers rose 87 percent and $15,316 nationally, 72 percent and $16,480 in the District, 101 percent and $19,314 in Maryland, and 110 percent and $17,157 in Virginia.

"The past five years show that average teacher salaries have grown, but at a very slow pace," said F. Howard Nelson, associate director of the AFT research department. "Average inflation-adjusted earnings have increased over the past two years by about $20, and real earnings are currently only about $1,000 higher than 1972 levels."

"Part of the education reform strategy of the mid-1980s was salary improvement as a way of drawing talented people into teaching — that piece of the strategy has been missing in recent years," said AFT President Albert Shanker in a prepared statement. "We cannot expect to attract the most qualified candidates into teaching when salaries of other white-collar occupations consistently outpace those of teachers.

"Salaries for a beginning teacher averaged $21,542, up 4.9 percent from last year," Mr. Shanker said.

Beginning salaries in other careers range from 14 percent higher for liberal arts graduates to 50 percent higher for engineers, he said. Starting salaries in those fields — based on a 12-month work schedule — were estimated at $26,112 for liberal arts graduates to $34,344 for engineers.

Alaska had the top beginning salary ($29,950) and average salary ($43,406) for teaching.

The District ranked fourth in average salary and eighth in starting salary ($23,327). Maryland was seventh in average pay and ninth for in starting salary ($23,548). Virginia was 21st in average salary and 12th in beginning pay ($22,206).

The average expenditure per pupil was $4,869 in the nation, but that ranged from a high of $7,795 in New Jersey to $2,629 in Utah. The District ranked third in per pupil expenditures at $7,550; Maryland was 10th at $5,679; and Virginia was 21st at $4,840.

45

BEST COPY AVAILABLE

Mr. DYMALLY. Proceed. We'll have some questions from them. Thank you.

Mr. HALL. Thank you.

In the interest of time, I will summarize the remarks which we have prepared and submitted to the subcommittee.

Mr. DYMALLY. Without objection, the entire statement will be entered into the record.

Mr. HALL. Thank you.

I would ask the indulgence of the Chair to introduce the elected members of the D.C. Board of Education who are present and with me this morning, in addition to our superintendent, Dr. Smith.

We have from ward 1 the Chair of our D.C. Educational Programs Committee, Ms. Wilma Harvey.

Mr. DYMALLY. Welcome.

Mr. HALL. Also from ward 3, the Chair of our D.C. Buildings and Grounds Committee, Ms. Erika Landberg.

Mr. DYMALLY. Nice to have you.

Mr. HALL. At-large, elected member Ms. Karen Shook, who also Chairs our D.C. Finance Committee.

Mr. DYMALLY. Welcome.

Mr. HALL. Mr. Jay Silberman, at-large elected member who Chairs the D.C. Student Services Committee.

Mr. DYMALLY. Nice to have you.

Mr. HALL. Thank you very much.

Mr. DYMALLY. Indeed, proceed.

Mr. HALL. Today as we welcome this opportunity to provide testimony for you and other members of the subcommittee, our focus specifically on some of the challenges before our school district, that in addition to the challenges which the board has asked Dr. Smith to address will require complete cooperation of agencies in the District of Columbia.

We do applaud the efforts of Ms. Mason in trying to pull these agencies together for periodic round tables to discuss collaborative efforts. But in particular we find that many of our children are facing more severe problems in and around the school community than they are facing directly within the school.

These problems are problems which are associated with those who are born to drug addicted mothers, suffering severe mental and physical handicaps; many of our children who were boarder babies who are entering our pre-K and kindergarten programs; children exposed to violence in the homes and in the neighborhood; children who are latchkey children who do not have supervision at home, once returning particularly to our public housing programs. According to a recent study which was released by the Children's Defense Fund, many of our children are living in housing which is substandard and is compared to or beneath the comparisons made to children living in Third World countries.

We believe that these challenges of poor health, inadequate nutrition, lack of parental support, troubled family lives, and very dangerous environments which require the school system to take on responsibilities of security and safety, have diverted the attention—in at least the opening weeks of our school system and our school year—from education and academics to security and safety.

We call upon other agencies of the District government to assist us in providing a safe environment in and around school buildings, so that our superintendent can concentrate on improving the academic performance within our schools.

We believe that we can't accomplish this by ourselves. The degree of cooperation that will be required at this point will require that our Mayor, our city council, and agency heads focus specifically upon programs and strategies that will help us to address the needs of the residents of the District government.

Educating our children, however, is not impossible. In asking Dr. Smith to come to the District of Columbia, the D.C. Board of Education believed that more can be done and that we can achieve success. We believe that the positive mental attitude of our superintendent, coupled with that of those in leadership in responsible positions in the school system, allow us to change the entire mental attitude toward learning and replace failure and defeatism with positive ideas and success.

Contrary to reports that were made to this body earlier this year, let me indicate that our school system has undertaken a number of efforts to comply with recommendations from the COPE report and the Rivlin Commission report. In fact, the D.C. Board of Education has balanced its budget in every single year during the last decade, with the exception of 1 year when a promise, a signed agreement was made with the former executive of the city and not adhered to.

Therefore, the D.C. Board of Education is proud to announce that we have balanced our budget and will again balance our budget in this fiscal year despite taking three severe budget cuts within this fiscal year.

We have undertaken a number of projects and programs during the last few years to address these issues: Project DAISY, a program for children born to drug-addicted mothers. We have initiated many efforts for homeless students, including a pioneer effort to bus those students to and from homeless shelters to school. We have developed a student data base to identify, track and monitor services for those homeless students.

We have distributed back-to-school supplies and packets and have implemented efforts to decentralize and move decisionmaking authority to the local schools under the program called DAPS, which Congress accepted, and apparently was pleased with. We have expanded that program into every single school in the District of Columbia, giving principals the authority to purchase their supplies, materials, and make building repairs without going through a central bureaucracy.

We, again, applaud the efforts of our superintendent, Dr. Smith, who took over on July 1, and in a short period of time has made bold and decisive decisions which we believe are the beginning of a reform effort that will spread throughout the District of Columbia school system.

That reform, however, must also spread to public housing; it must spread to the juvenile justice system, to our court system, our corrections system, and our police force, and to every part of our community to lift simultaneously the standard of living along with the quality of education in the District of Columbia.

Thank you very much for the opportunity to testify before you today.

At this time, I'd ask our superintendent, Dr. Smith, if he would address the committee and take you through the specific areas that he has undertaken for our system.

Mr. DYMALLY. Thank you. You'll be here for questions after the testimony?

Mr. HALL. Yes.

[The prepared statement of Mr. Hall with attachment follows:]

STATEMENT OF R. DAVID HALL
PRESIDENT
BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
BEFORE THE
SUBCOMMITTEE ON THE JUDICIARY AND EDUCATION
OF THE
HOUSE COMMITTEE ON THE DISTRICT OF COLUMBIA
REGARDING THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SEPTEMBER 26, 1991

GOOD MORNING, CHAIRMAN DYMALLY AND MEMBERS OF THE SUBCOMMITTEE. I AM R. DAVID HALL, PRESIDENT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA. I THANK YOU FOR INVITING ME HERE TODAY TO ADDRESS THE STATUS OF OUR SCHOOL SYSTEM.

I WOULD LIKE TO BEGIN THIS MORNING WITH A BRIEF DESCRIPTION OF OUR STUDENTS, AND OF THE MANY OBSTACLES THAT SERVE AS BARRIERS TO THEIR DEVELOPMENT AND THEIR ACHIEVEMENT. I WILL THEN ADDRESS THE NEED FOR A COLLABORATIVE APPROACH TO THE DELIVERY OF SERVICES TO OUR CHILDREN AND YOUTH, AND I WILL ALSO MENTION A FEW OF THE MANY EFFORTS WE HAVE UNDERTAKEN TO SERVE THE SPECIAL NEEDS OF OUR STUDENT BODY. FINALLY, I WILL INTRODUCE DR. FRANKLIN SMITH, SUPERINTENDENT AND CHIEF STATE

SCHOOL OFFICER OF THE D.C. PUBLIC SCHOOLS, WHO WILL INFORM YOU OF HIS AGENDA FOR OUR SCHOOL SYSTEM THIS SCHOOL YEAR AND IN THE COMING YEARS.

TODAY, THE D.C. PUBLIC SCHOOLS IS ASKED TO SERVE A STUDENT POPULATION WHICH REPRESENTS A MICROCOSM OF OUR TROUBLED CITY: CHILDREN BORN TO DRUG ADDICTED MOTHERS, CHILDREN AFFLICTED WITH SEVERE PHYSICAL AND MENTAL HANDICAPS; CHILDREN WHO HAVE BEEN ALLOWED TO LANGUISH IN THE CITY'S HOSPITALS BECAUSE THEIR PARENTS HAVE BEEN UNABLE OR UNWILLING TO CARE FOR THEM AT HOME; CHILDREN WHO ARE GROWING UP IN HOMES IN WHICH DRUGS AND/OR VIOLENCE ARE A WAY OF LIFE. MOREOVER, AS EVIDENCED BY THE SHOOTINGS WHICH HAVE OCCURRED NEAR OUR SCHOOL BUILDINGS IN THE WEEKS SINCE SCHOOL OPENED, MANY OF THOSE STUDENTS WHO ARE NOT EXPOSED TO VIOLENCE AT HOME ARE MADE AWARE OF ITS TERRIBLE FORCE SIMPLY BY WALKING THE STREETS OF THEIR NEIGHBORHOODS.

WE ARE ALSO CALLED UPON TO SERVE AN EVER-INCREASING NUMBER OF CHILDREN FOR WHOM "HOME" HAS BEEN A SERIES OF TEMPORARY SHELTERS, AS WELL AS YOUNG PEOPLE WHO LEAVE SCHOOL EVERY AFTERNOON TO SPEND SEVERAL UNSUPERVISED HOURS IN EMPTY APARTMENTS. CLEARLY, LEAVING YOUNG PEOPLE ALONE

FOR ANY LENGTH OF TIME IS A DANGEROUS IDEA, BUT IN THE CASE OF MANY OF OUR STUDENTS, THIS UNSUPERVISED AFTER-SCHOOL PERIOD IS MADE FAR MORE HAZARDOUS BY THE DEPLORABLE CONDITION OF THE HOUSING IN WHICH THEY LIVE. A RECENT REPORT FROM THE CHILDREN'S DEFENSE FUND HAS DOCUMENTED THAT THE LIVING CONDITIONS OF MANY DISTRICT CHILDREN ARE COMPARABLE TO, OR EVEN WORSE THAN, THOSE OF YOUNG PEOPLE IN THIRD WORLD COUNTRIES.

IN SHORT, THE DIFFICULTIES WHICH MANY CHILDREN EXPERIENCE AT SCHOOL FREQUENTLY ARE NOT JUST EDUCATIONAL, BUT RESULT FROM POOR HEALTH, INADEQUATE NUTRITION, LACK OF PARENTAL SUPPORT, TROUBLED FAMILY LIVES OR A DANGEROUS ENVIRONMENT. IT IS ESSENTIAL THAT A GREATER COMMITMENT BE MADE BY ALL GOVERNMENT AGENCIES TO PROVIDE IMPROVED ACCESS AND QUALITY SERVICES FOR THOSE MOST AT RISK.

WHILE WE HAVE EXTENDED OUR OFFERINGS TO INCLUDE FOUR-, AND EVEN THREE-YEAR OLDS, AND HAVE OPENED FIVE DAYCARE CENTERS FOR THE CHILDREN OF STUDENT-PARENTS, WE CANNOT SEE THAT ALL PRESCHOOL -AGED CHILDREN RECEIVE THE EARLY CHILDHOOD EDUCATION THAT IS NOW A NECESSARY REQUISITE TO SCHOOL SUCCESS. ALTHOUGH WE CAN REQUIRE IMMUNIZATION AND EVEN PHYSICAL EXAMINATIONS OF

OUR STUDENTS PRIOR TO SCHOOL ENTRANCE, WE CANNOT PROVIDE THE PREVENTIVE HEALTH CARE WHICH IS SO VITAL DURING A CHILD'S FIRST YEARS. WHILE WE CAN PLACE SECURITY PERSONNEL IN EVERY ONE OF OUR SCHOOLS AND METAL DETECTORS IN SOME, WE CANNOT PREVENT THE RANDOM AND SENSELESS VIOLENCE WHICH OCCURS OUTSIDE OF OUR SCHOOL BOUNDARIES.

CLEARLY, FULL AND COMPLETE PARTICIPATION AND COOPERATION AMONG AGENCIES OF THE DISTRICT GOVERNMENT ARE NEEDED TO DEAL WITH THESE PROBLEMS WHICH IMPACT ON, BUT ARE NOT DIRECTLY RELATED TO, EDUCATION.

I DO NOT MEAN TO LEAVE YOU WITH THE IMPRESSION THAT THE TASK OF EDUCATING THESE YOUNG PEOPLE IS AN IMPOSSIBLE ONE OR THAT ALL OF OUR STUDENTS HAVE TROUBLE LEARNING. TO THE CONTRARY, WE HAVE UNDERTAKEN A NUMBER OF EFFORTS, SOME OF THEM FUNDED WITH ADDITIONAL MONIES APPROPRIATED FOR THE SCHOOL SYSTEM BY CONGRESS, WHICH PROVIDE HELP TO THOSE STUDENTS WHO NEED IT THE MOST. MOREOVER, WE ARE ALSO IMPLEMENTING A NUMBER OF PROGRAMS WHICH BENEFIT OUR VERY TALENTED STUDENTS.

I WILL DESCRIBE JUST A FEW OF THESE PROGRAMS. FIRST, HOWEVER, I WOULD LIKE TO TAKE A MOMENT TO

EMPHASIZE TWO VERY IMPORTANT POINTS. CONTRARY TO REPORTS WHICH WERE PRESENTED TO THE CONGRESS THIS SUMMER, OUR SCHOOL SYSTEM HAS UNDERTAKEN ALL OF THE INITIATIVES OF WHICH I WILL SPEAK, WORKING WITHIN THE BUDGETS APPROPRIATED FOR THE D.C. PUBLIC SCHOOLS BY THE MAYOR, THE COUNCIL OF THE DISTRICT OF COLUMBIA, AND THE CONGRESS. WE HAVE BALANCED OUR BUDGET EVERY YEAR FOR THE LAST TEN YEARS. ONLY ONCE HAS THE BOARD EXCEEDED ITS BUDGET, AND THIS "OVER SPENDING" WAS DIRECTLY ATTRIBUTABLE TO THE FORMER MAYOR'S FAILURE TO HONOR A CONTRACTUAL OBLIGATION TO THE SCHOOL SYSTEM. AT ALL OTHER TIMES THE D.C. PUBLIC SCHOOLS HAS OPERATED WITHIN THE BUDGET SET FOR IT, NO MATTER HOW DIFFICULT A TASK THAT PROVED TO BE. THIS YEAR, FOR EXAMPLE, IN THE WAKE OF NUMEROUS CUTS TO THE SCHOOL SYSTEM'S BUDGET, THE BOARD HAS HAD TO ADOPT A NUMBER OF COST-SAVINGS MEASURES, INCLUDING A REDUCTION IN THE BOARD'S BUDGET; A HIRING FREEZE; LIMITATIONS ON CONSULTANT CONTRACTS AND OUT-OF-TOWN TRAVEL; AND THE CURTAILMENT OF OTHER-THAN-PERSONNEL SERVICES SPENDING. I HAVE ATTACHED A CHART OF OUR BUDGETS AND EXPENDITURES FROM 1981 THROUGH 1990.

I WILL NOW DESCRIBE JUST A FEW OF THE NEW AND INNOVATIVE PROGRAMS WHICH THE SCHOOL SYSTEM HAS UNDERTAKEN IN OUR EFFORT TO ENSURE THAT OUR

SCHOOLS ARE SECURE AND PRODUCTIVE FACILITIES.

- **PROJECT DAISY**

  IN RECOGNITION OF THE PROBLEMS OF CHILDREN BORN TO DRUG-ADDICTED MOTHERS, WE HAVE ESTABLISHED A PILOT PROJECT FOR DEVELOPING APPROPRIATE INTERVENTION STRATEGIES FOR YOUNG CHILDREN TO AID THOSE PRESCHOOLERS WHO MAY HAVE BEEN EXPOSED TO RISKS WHICH INTERFERE WITH THEIR SCHOOL SUCCESS. IN SY 1990-91, THE FIRST YEAR OF THIS PROGRAM, WE IDENTIFIED THE CHILDREN'S BEHAVIOR CHARACTERISTICS AND THE BEST TEACHING AND SUPPORT SERVICE STRATEGIES FOR THESE CHILDREN AND THEIR FAMILIES. THIS YEAR WE WILL DOCUMENT THE APPROPRIATENESS AND EFFECTIVENESS OF THE FIRST YEAR STRATEGIES AND MONITOR THE PROGRESS AND DEVELOPMENT OF THE CHILDREN IN THE ORIGINAL PILOT.

- **SUPPORT FOR HOMELESS CHILDREN**

  WE HAVE TAKEN MAJOR STEPS TO ADDRESS THE NEEDS OF HOMELESS CHILDREN AND YOUTH ENROLLED IN OUR SCHOOL SYSTEM. FOR EXAMPLE, IN ACCORDANCE WITH THE STEWART B. MCKINNEY ACT, WE HAVE CONSULTED WITH OTHER DISTRICT AGENCIES IN DEVELOPING A

STUDENT DATA BASE TO IDENTIFY, TRACK AND MONITOR SERVICES FOR OUR SCHOOL-AGED HOMELESS POPULATION. ADDITIONAL EFFORTS UNDERTAKEN FOR THIS POPULATION INCLUDE THE DISTRIBUTION OF BACK-TO-SCHOOL SUPPLIES PACKETS, THE PROVISION OF PARENT TRAINING SEMINARS, THE IMPLEMENTATION OF AFTER-SCHOOL TUTORIAL SERVICES, AND THE DEVELOPMENT AND DISSEMINATION OF VARIOUS BROCHURES AND BOOKLETS ADDRESSING OUR HOMELESS EDUCATION PROGRAM. MOREOVER, WE ARE NOW WORKING WITH OTHER DISTRICT AGENCIES TO COORDINATE A COMPREHENSIVE EFFORT TO ADDRESS THE PROBLEMS OF THE HOMELESS.

- **EARLY CHILDHOOD EDUCATION**

THANKS TO MONIES PROVIDED TO THE SCHOOL SYSTEM BY CONGRESS, WE HAVE MADE MAJOR IMPROVEMENTS TO OUR EARLY CHILDHOOD EDUCATION PROGRAM. MORE SPECIFICALLY, USING THESE FUNDS, WE HAVE HIRED ADDITIONAL EDUCATIONAL AIDES, SOME OF THEM BILINGUAL, TO WORK IN OUR PREKINDERGARTEN, KINDERGARTEN, AND FIRST GRADE CLASSROOMS; WE HAVE ESTABLISHED A PROGRAM DESIGNED TO REDUCE THE RATE OF SPECIAL EDUCATION REFERRALS AT THE EARLY CHILDHOOD LEVEL, AND A MONTESSORI TRAINING PROGRAM FOR OUR TEACHERS; WE HAVE PROVIDED

TRAINING IN EARLY CHILDHOOD EDUCATION FOR OUR TEACHERS AND PRINCIPALS; AND WE HAVE ESTABLISHED THREE EARLY CHILDHOOD UNITS BASED ON A SCHOOL RESTRUCTURING MODEL.

- **PUBLIC SERVICE ACADEMY**

AT THE SENIOR HIGH LEVEL, WE HAVE UNDERTAKEN TO EXPAND AND UPGRADE THE QUALITY OF THE INITIATIVES ESTABLISHED PURSUANT TO OUR PUBLIC-PRIVATE PARTNERSHIP PROGRAM. THE NEWEST PROGRAM IS THE PUBLIC SERVICE ACADEMY AT ANACOSTIA HIGH SCHOOL.

- **SUPPORT FOR IMMIGRANT CHILDREN**

UTILIZING OTHER MONIES PROVIDED BY CONGRESS, THE SCHOOL SYSTEM HAS WORKED WITH GEORGETOWN UNIVERSITY TO PROVIDE ACADEMIC HELP AND ENRICHMENT ACTIVITIES TO ALMOST TWO HUNDRED IMMIGRANT CHILDREN.

- **ANACOSTIA PROJECT**

THE D.C. PUBLIC SCHOOLS HAS ESTABLISHED THE ANACOSTIA PROJECT WHICH HAS AS ITS PURPOSE THE CREATION OF DEMONSTRATION CENTERS FOR THE IMPROVEMENT OF INSTRUCTION IN SCIENCE AND

MATHEMATICS.

- **PAY-GO CAPITAL**

THE $22 MILLION IN PAY-GO CAPITAL PROVIDED BY CONGRESS IS BEING USED TO CORRECT FIRE CODE VIOLATIONS AND IMPROVE OUR ATHLETIC FACILITIES.

- **DOWNSIZING**

WHILE DR. SMITH WILL OUTLINE FOR YOU THE DOWNSIZING WHICH HE HAS DONE, YOU SHOULD ALSO BE AWARE THAT THE BOARD MANDATED, AND THE FORMER SUPERINTENDENT, DR. WILLIAM H. BROWN, EFFECTED, THE ELIMINATION OF SEVENTY-FIVE ADMINISTRATIVE POSITIONS BEFORE DR. SMITH ASSUMED OFFICE. CLEARLY, THE BOARD HAS TAKEN THE LEAD IN REDUCING ADMINISTRATIVE OVERHEAD, FOR WE REMAIN THE ONLY DISTRICT AGENCY WHICH HAS IMPLEMENTED A REDUCTION-IN-FORCE.

THE PROGRESS THAT WE HAVE MADE, AND THE MANY ACCOMPLISHMENTS OF OUR STUDENTS, OUR TEACHERS AND PRINCIPALS HAVE NOT BLINDED US TO THE FACT THAT MUCH WORK REMAINS TO BE DONE. THE RESULTS OF THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TRIAL TESTS IN MATHEMATICS PROVIDED A CLEAR AND

CONVINCING STATEMENT THAT THE SCHOOL SYSTEM HAS FAILED TO PROVIDE ALL OF OUR STUDENTS WITH THE COMPETITIVE LEARNING SKILLS AND COMPETENCIES NECESSARY IN TODAY'S WORLD.

TOTAL AND SWEEPING REFORM IN THE DISTRICT OF COLUMBIA HAS BEGUN. TOWARD THAT END, THE BOARD HAS APPOINTED DR. FRANKLIN SMITH, THE MAN WHO WE BELIEVE IS BEST QUALIFIED TO CONCEPTUALIZE AND EFFECT SUCH REFORM, TO BE SUPERINTENDENT OF OUR SCHOOL SYSTEM. AS EVIDENCED BY THE BOARD'S UNANIMOUS SELECTION OF DR. SMITH, WE ARE CONVINCED THAT, WITH HIS VISION AND LEADERSHIP SKILLS, DR. SMITH WILL MAKE ALL OF THE BOARD'S ASPIRATIONS FOR THE D.C. PUBLIC SCHOOLS BECOME REALITY.

I WILL NOW TURN THE MICROPHONE OVER TO DR. SMITH. I WISH TO THANK YOU FOR INVITING ME TO SPEAK THIS MORNING AND WOULD WELCOME ANY QUESTIONS THAT YOU MIGHT HAVE AFTER DR. SMITH COMPLETES HIS STATEMENT.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS BUDGET

LAST TEN FISCAL YEARS

(in thousands)

	1990	1989	1988	1987	1986	1985	1984	1983	1982	1981
TOTAL BUDGET	497,146	456,161	427,467	388,641	360,106	345,635	326,332	306,519	272,350	249,672
REGULAR BUDGET EXPENDITURES	497,130	461,447	427,467	388,641	360,106	345,635	326,331	306,518	272,351	249,672
BALANCE	16	[5,286]	0	0	0	0	1	1	[1]	0

Source: Component Unit Financial Report of D.C. Public Schools, and Comprehensive Annual Financial Report of the District of Columbia, audited by City Auditors

Mr. DYMALLY. Superintendent?

STATEMENT OF FRANKLIN L. SMITH

Mr. SMITH. Thank you. Good morning, Chairman Dymally, and members of the subcommittee.

I am Franklin Smith, the superintendent of the District of Columbia public schools. It certainly is my pleasure to be here today to give you the status of D.C. public schools. As requested, I, too, will summarize my testimony and submit the full testimony to you.

Mr. DYMALLY. Without objection, your entire statement will be entered into the record.

Mr. SMITH. Thank you.

I will speak first of what I have accomplished during my 3 months in office and then I, hopefully, will describe some goals and plans that we have for D.C. public schools and the plans and hopes that we would have for Congress in assisting us with that plan.

When I arrived in July, I can say to you that I had three primary goals in mind that I wanted to accomplish. The first one, because I had heard so many horror stories about the opening of school was to have a successful school opening, because I believe in first impressions and what they can do.

The second one dealt with the streamlining of the central administration and the redirection of funds giving authority to the local schools.

The third one, which is a more aggressive and comprehensive one, had to deal with creation and implementation of a plan that would reflect many of the good ideas that are already out there but we need to put those in the form of an implementation plan.

Just to give you a report on where we are with all three of those, I would say to you that the first goal has been accomplished with the smooth opening of school. Yes, there are some isolated cases where you will find a teacher was probably not there, but for the most part, due to late resignations and retirements, for the most part, we opened school with teachers in all of our classrooms.

We made substantial efforts in reducing the number of fire code violations that existed. So that was certainly a positive in our favor.

A second goal is well under way also, and that was we have eliminated over 150 administrative positions. I would say to you, that also includes the elimination of some offices that we had in terms of the divisions of elementary, junior high and senior high school.

To ensure that we can do more with less, and you heard Hon. Hilda Mason talk about the collaborative efforts that we created with the many agencies in our city, and we hope to do more of that. We have embarked on an extensive campaign to get more of our agencies involved in working with us.

We've also, I hope, expedited the negotiation of our contracts with the labor groups to the point that I am expecting and hoping that within the next few days we will have an agreement with our teachers union in terms of resolving our contract negotiations.

In addition to that, I've also appointed six lead principals to ensure that local schools are represented in the decisionmaking

process. In so doing, we meet at the cabinet level, those six principals are at the table and can give us input from the various schools as we make decisions that impact on them.

You heard Mr. Hall say to you that the DAPS program is now in every school. Where as we recognize that there will be some things that we have to be very careful of as to how we implement that, we're looking forward to giving more flexibility to our schools to be able to take care of some of those emergencies as it relates to building renovations.

I am now concentrating my efforts on the third goal, and that is the creation of the implementation plan. I said to you that there are several plans already on board that have good ideas and then excellent ideas, but in order for us to get about the business of educating youngsters, the plans need to be transferred into action. That is what I hope to be able to do with the development of what I call an America 2000 Plan of Implementation, utilizing those six goals that have been established in that plan and putting those into action; some of the things that we'd like to have included.

To be included in that plan, quite obviously would be an expansion of our Early Childhood Program to make it available to all of our 3- and 4-year-olds. I need not tell you that in most urban cities, and Washington is no different, we have many of our youngsters that need to be in school, in a structured, learning environment as soon as we can possibly get them. So, hopefully, we can expand our Early Childhood Program.

The next thing we want to do under that plan is to restructure the way we provide instruction to all students. Hopefully, in doing that, we can reduce the dropout rate, we can increase student achievement. We can do all of the things that would bring about the kind of productive graduate from our District that all of us would hope for and know that this city so rightfully deserves.

We're looking at how we teach math—that is a big issue. We scored last on the NAEP's math exam. We're looking at the NCTM standards and 20 of our schools that are piloting that program this year and, hopefully, at the end of that year we can expand that extensively so that all of our schools in the District will be a part of the NAEP's form for teaching math.

We're doing the same thing with science and updating our science labs in the District and making sure that the supplies are there. That includes an extensive staff development on the part of our teachers so that they will be able to deliver services in a different way from what they have in the past.

You probably read in the paper that I talked about doing a curriculum audit, because I think as we look at what our schools are being tested on, there has to be a question as to whether they're being provided every opportunity to meet the goals in those tests. So we want to review what it is that we're teaching our students. We've let a contract to a national organization that will come in and do a comprehensive curriculum audit that will provide us with the kind of information we need to make those critical decisions.

Staff development under this umbrella of the America 2000 and the implementation plan that I talked about becomes a key ingredient. I would say to you that is not staff development that we take teachers after they've worked a full day and then provide them in-

service 2 hours later, because certainly they're not in the frame of mind for that kind of inservice to get the kind of results that we want from that. But we're talking about putting a comprehensive staff development program in place that would afford them the opportunity to be pulled out of a setting for a week or 2 weeks or a month, depending on what we're training them on, and give them the intensive, extensive training that is needed.

I think the cost savings will be there when they return to the classroom with the full scope of what we're trying to do as far as our staff development program is concerned.

It is no secret that where parents are involved, where businesses are involved, where the community in general is involved within the overall educational process, students achieve to a higher degree. That certainly becomes a key part of our process as we work with the various parent groups that are in our community, the business groups, and the community agencies to bring about a more successful product graduating from our schools.

As we look at where we are and we talk about preparing our students for leading into the 21st century, technology becomes a key part of that. Whereas we need technology in a more comprehensive way as far as having information available to us. I would say to you that we need to get more involved than looking at high technology which can also enhance the instructional process, and having teachers to use that as a part of the process that they use to deliver services to the young people. That is, again, an expensive proposition, but it is one that I think will pay dividends in the long run.

Somewhere we had projected that there was about $150 million deferred maintenance in our budget. I would say to you that I am not comfortable necessarily with that figure but we are in the process of having an extensive audit done as well in our facilities throughout the District. We have a separate independent agency that will be coming in to look at what we need and the cost that will be associated with that.

As we get involved in talking about longer school days and longer school years, I would say to you that when we are in buildings with the temperature in excess of 95 degrees, not much learning is taking place. So as we look at that, certainly air-conditioning becomes a key part for our school district in which most of them do not have air-conditioning systems located there.

As much as I believe in parental involvements and what the parents can do, I think we would be remiss if we did not begin to look at the need for residential placement in this community for some of our young people. I think it has been proven that if you provide many of them with the right environment at school and at home, then the results can be drastically different from what we know that we're constantly getting from our young people.

Then the last thing that would be—not necessarily the last thing—but on this list that we wanted to look at under this comprehensive plan for the upcoming year, is the whole school to work transition program. You know as well as I know that all of our youngsters will not be going on to college.

We've embarked on a path that says that we're going to prepare all of them and get them ready to go to college, but because I have

not discovered that much of a difference in the needs of those that are going into the work force from an academic standpoint from those going on to college.

So we want to make sure that all of our youngsters are prepared and with the kinds of skills that are needed for them to be successful in the workplace. That involves extensively our business community because if we prepare them in schools and jobs are not available for them, then they tend to go right back into that at-risk category that we tried so hard to avoid in the first place.

What would I ask from Congress? Quite obviously, a lot of what we've talked about will require appropriate funding. Certainly as we present our proposals to you and our budget requests, we would ask that you give us your utmost support for these efforts.

If we do that, then I'm willing to say that we can establish what I call a fail-proof system in this city to make Washington, DC truly the national urban model for education across this country.

I will be glad, also, to answer any questions that you might have for me.

[The prepared statement of Mr. Smith follows:]

STATEMENT OF FRANKLIN L. SMITH
SUPERINTENDENT OF SCHOOLS
CHIEF STATE SCHOOL OFFICER
DISTRICT OF COLUMBIA PUBLIC SCHOOLS
BEFORE THE
SUBCOMMITTEE ON THE JUDICIARY AND EDUCATION
HOUSE COMMITTEE ON THE DISTRICT OF COLUMBIA
REGARDING
THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SEPTEMBER 26, 1991

GOOD MORNING, CONGRESSMAN DYMALLY AND OTHER MEMBERS OF THE SUBCOMMITTEE. I AM FRANKLIN L. SMITH, SUPERINTENDENT AND CHIEF STATE SCHOOL OFFICER OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS. IT IS MY PLEASURE TO APPEAR BEFORE YOU TODAY TO PROVIDE YOU WITH AN UPDATE REGARDING THE CURRENT STATE OF OUR SCHOOL SYSTEM.

I WOULD LIKE TO SPEAK FIRST OF WHAT I HAVE ACCOMPLISHED DURING MY TENURE WITH THE D.C. PUBLIC SCHOOLS. BY NECESSITY, THIS PORTION OF MY STATEMENT WILL BE RATHER BRIEF, AS I ASSUMED THE SUPERINTENDENCY LESS THAN THREE MONTHS AGO. I WILL THEN DECRIBE FOR YOU MY PLANS AND GOALS

FOR THE SCHOOL SYSTEM AND INDICATE THE ROLE WHICH I WOULD LIKE THE CONGRESS TO PLAY IN HELPING ME TO ACHIEVE THESE ASPIRATIONS. BECAUSE MY LIST OF SUCH PROPOSALS AND GOALS IS A LENGTHY ONE, AND BECAUSE I HAVE GREAT EXPECTATIONS REGARDING THE HELP THAT CONGRESS WILL PROVIDE TO THE SCHOOL SYSTEM, THIS PORTION OF MY SPEECH WILL, ADMITTEDLY, BE A BIT LONGER.

ON JULY 1, 1991, I CAME TO THE DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM WITH THREE VERY IMPORTANT, AND VERY IMMEDIATE GOALS IN MIND: TO ORCHESTRATE A SMOOTH OPENING OF SCHOOLS; TO STREAMLINE THE SCHOOL SYSTEM'S ADMINISTRATIVE STAFF AND TO REDIRECT BOTH RESOURCES AND AUTHORITY TO THE LOCAL SCHOOL LEVEL; AND, TO CREATE A PLAN FOR IMPLEMENTING THE MANY EXCITING IDEAS FOR IMPROVING THE D.C. PUBLIC SCHOOLS WHICH I HAVE AND WHICH HAVE BEEN PROPOSED BY OTHERS OVER THE LAST FEW YEARS.

I AM PROUD TO INFORM YOU THAT THE FIRST OF THESE GOALS HAS ALREADY BEEN ACHIEVED, FOR I HAVE BEEN TOLD, AND PERSONALLY OBSERVED, THAT THE SCHOOLS WHICH OUR STUDENTS ENTERED ON SEPTEMBER 5 OF THIS YEAR WERE WELL-EQUIPPED, IN EVERY WAY, TO SERVE THEM. I CAN ALSO REPORT THAT

I AM WELL ON MY WAY TO REALIZING MY SECOND GOAL OF DOWNSIZING THE SCHOOL SYSTEM'S CENTRAL ADMINISTRATIVE STAFF AND REDIRECTING AS MANY OF OUR RESOURCES AS POSSIBLE DIRECTLY TO THE LOCAL SCHOOLS.

I TAKE NO JOY IN STATING THAT OF NECESSITY I HAVE SHOULDERED THE REPONSIBILITY OF REMOVING STAFF FROM THE PAYROLL AND WISH FERVENTLY THAT ALL NECESSARY PERSONNEL CUTS HAD BEEN MADE PRIOR TO MY ARRIVAL. HOWEVER, SUCH WAS NOT THE CASE. THEREFORE, BECAUSE I, AND THE D.C. BOARD OF EDUCATION, BELIEVE STRONGLY THAT THE D.C. PUBLIC SCHOOLS' PRIMARY RESPONSIBILITY IS TO PROVIDE THE BEST POSSIBLE EDUCATION TO EVERY ONE OF ITS STUDENTS, AND NOT TO ENSURE THE CONTINUED EMPLOYMENT OF EACH OF ITS EMPLOYEES, I HAVE ELIMINATED MORE THAN 150 CENTRAL ADMINISTRATIVE POSITIONS SINCE TAKING OFFICE ON JULY 1.

IN LIGHT OF THESE PERSONNEL CUTS, IT IS CLEAR THAT WE WILL HAVE TO "DO MORE WITH LESS." TOWARD THIS END, I HAVE MET WITH THE HEADS OF MANY DISTRICT AGENCIES TO DISCUSS HOW WE CAN WORK TOGETHER, AND THUS AVOID A DUPLICATION OF EFFORTS, TO BEST SERVE THE YOUNG PEOPLE OF THE

DISTRICT. A JOINT INITIATIVE TO HELP THOSE CHILDREN WHO ARE HOMELESS, WHICH WE AND SEVERAL OTHER DISTRICT AGENCIES HAVE RECENTLY UNDERTAKEN, IS, I TRUST, THE FIRST OF MANY SUCH GROUP EFFORTS IN WHICH THE SCHOOL SYSTEM WILL PARTICIPATE.

IT IS ALSO CLEAR THAT, AS WE EXPECT OUR EMPLOYEES TO DO "MORE WITH LESS", WE MUST SEE THAT THEY ARE ADEQUATELY COMPENSATED FOR THEIR INCREASED EFFORTS. FOR THAT REASON, I HAVE ALSO TAKEN STEPS TO SEE THAT THE UNION CONTRACT NEGOTIATIONS, NOW IN PROCESS, ARE SATISFACTORILY CONCLUDED IN THE VERY NEAR FUTURE.

AT THE SAME TIME, I HAVE TAKEN ACTION TO ENSURE THAT RESOURCES AND AUTHORITY PREVIOUSLY AFFORDED TO THE CENTRAL ADMINISTRATION HAVE BEEN ROUTED INSTEAD TO OUR LOCAL SCHOOLS. TOWARD THIS END, FOR EXAMPLE, I HAVE APPOINTED SIX "LEAD PRINCIPALS" WHO, BY SERVING AS BOTH MENTOR PRINCIPALS AND MEMBERS OF MY CABINET, WILL HELP TO ENSURE THAT THE CENTRAL ADMINISTRATION HEARS AND CONSIDERS THE VIEWS OF SCHOOL-BASED ADMINISTRATORS PRIOR TO MAKING DECISIONS WHICH WILL IMPACT ON THE LOCAL SCHOOLS. AS OF

THE BEGINNING OF THIS SCHOOL YEAR, MOREOVER, EACH OF OUR SCHOOLS IS PARTICIPATING IN THE SCHOOL SYSTEM'S DIRECT ACTIVITY PURCHASING SYSTEM ("DAPS"), A PROGRAM WHICH ENABLES SCHOOL-BASED ADMINISTRATORS TO EXPEDITE THE IMPROVEMENT OF THEIR BUILDINGS BY PURCHASING DIRECTLY THE GOODS AND SERVICES WHICH THEY NEED.

THIS REDIRECTION OF RESOURCES AND AUTHORITY TO THE LOCAL SCHOOLS HAS BEEN MY GOAL THROUGHOUT THE MAJOR REORGANIZATION OF THE SCHOOL SYSTEM'S ADMINISTRATION WHICH I EFFECTED LAST MONTH. ALONG WITH THE APPOINTMENT OF LEAD PRINCIPALS, ANOTHER MAJOR COMPONENT OF THIS RESTRUCTURING WAS MY ELIMINATION OF THREE CENTRAL ADMINISTRATIVE OFFICES, THE DIVISIONS OF ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL.

NOW THAT MY FIRST TWO GOALS HAVE, FOR THE MOST PART, BEEN ACHIEVED, I HAVE BEGUN TO DEVOTE MUCH OF MY TIME AND ENERGY TO MY THIRD GOAL: THE CREATION OF A PLAN TO IMPLEMENT MANY OF THE VERY WORTHWHILE IDEAS FOR IMPROVING THE D.C. PUBLIC SCHOOLS WHICH I HAVE AND WHICH HAVE BEEN PROPOSED BY OTHERS OVER THE LAST FEW YEARS.

SHORTLY AFTER COMING TO THE SCHOOL SYSTEM, I LEARNED THAT A NUMBER OF CONCERNED AND THOUGHTFUL GROUPS HAVE PRODUCED MANY SUCH RECOMMENDATIONS. THE D.C. BOARD OF EDUCATION, THE COMMITTEE ON PUBLIC EDUCATION , AND THE RIVLIN COMMISSION, TO NAME ONLY A FEW, HAVE ALL ISSUED REPORTS FULL OF MERITORIOUS SUGGESTIONS FOR ENHANCING THE EDUCATION WHICH WE PROVIDE TO OUR VERY DIVERSE AND CHALLENGING STUDENT BODY.

CONSEQUENTLY, I CONCLUDED EARLY ON THAT RATHER THAN CREATE YET ANOTHER PLAN FOR IMPROVING OUR SCHOOL SYSTEM, I WOULD CONCENTRATE ON DEVELOPING A MEANS OF EFFECTING A NUMBER OF THE GOOD IDEAS WHICH I HAVE AND WHICH OTHERS HAVE PROPOSED. MORE SPECIFICALLY, I DECIDED THAT, WORKING WITHIN THE FRAMEWORK OF THE PRESIDENT'S "EDUCATION 2000" STRATEGY, I WOULD PRODUCE A PLAN FOR IMPLEMENTING MANY OF THE WORTHWHILE SUGGESTIONS WHICH VARIOUS GROUPS HAVE ADVANCED REGARDING HOW TO BEST PREPARE OUR STUDENTS FOR THE TWENTY-FIFTH CENTURY, AS WELL AS SEVERAL OF MY OWN PROPOSALS. I WOULD NOW LIKE TO OUTLINE FOR YOU SOME OF THE IDEAS WHICH WE WILL BE IMPLEMENTING.

FIRST OF ALL, I WILL SEEK A SIGNIFICANT EXPANSION IN OUR EARLY CHILDHOOD PROGRAM. AS YOU MAY KNOW, EARLIER THIS YEAR THE COUNCIL OF THE DISTRICT OF COLUMBIA PASSED LEGISLATION, SUPPORTED BY THE BOARD OF EDUCATION, WHICH LOWERED THE DISTRICT'S COMPULSORY SCHOOL ATTENDANCE AGE TO FIVE. AS A RESULT, WE HAVE SEEN A GREAT INCREASE IN OUR ENROLLMENT OF FIVE- AND SIX-YEAR-OLDS AND, IN FACT, HAVE ALREADY OPENED TWENTY-SIX NEW KINDERGARTEN CLASSROOMS SINCE THE FIRST DAY OF SCHOOL.

MOREOVER, OUR SCHOOL SYSTEM, UNLIKE THOSE OF ALL OF SURROUNDING JURISDICTIONS, OFFERS NOT ONLY FULL-DAY KINDERGARTEN CLASSES, BUT ALSO PREKINDERGARTEN PROGRAMS, IN EACH OF OUR ELEMENTARY SCHOOLS. IN ADDITION, WE HAVE A LARGE NUMBER OF HEADSTART AND MONTESSORI PROGRAMS OPEN TO EVEN YOUNGER STUDENTS.

STILL, I KNOW THAT WE MUST DO EVEN MORE FOR THE DISTRICT'S YOUNGEST RESIDENTS, AS I FIRMLY BELIEVE THAT EARLY INTERVENTION IS THE KEY TO CHILDREN'S LATER SCHOOL SUCCESS. FOR THIS REASON, I WILL INCLUDE IN MY IMPLEMENTATION PLAN A CONCRETE STRATEGY FOR EXPANDING OUR

EARLY CHILDHOOD OFFERINGS SO AS TO ENABLE EVERY THREE- AND FOUR-YEAR-OLD IN THE DISTRICT WHO WISHES TO ATTEND A D.C. PUBLIC SCHOOL PROGRAM TO DO SO.

SIMILARLY, I INTEND TO INCLUDE IN THIS IMPLEMENTATION PLAN A STRATEGY FOR RESTRUCTURING THE WAY IN WHICH WE PROVIDE INSTRUCTION TO ALL OF OUR STUDENTS. I AM ALL TOO AWARE THAT OUR EIGHTH GRADE STUDENTS' VERY DISAPPOINTING PERFORMANCE ON THE NATIONAL ASSESSMENT FOR EDUCATIONAL PROGRESS MATHEMATICS TEST INDICATES THAT OUR DELIVERY OF THE PRIMARY SERVICE OFFERED BY THE D.C. PUBLIC SCHOOLS - - - THAT IS, INSTRUCTION - - - IS IN NEED OF IMPROVEMENT. FOR THIS REASON, I INTEND TO ENSURE THAT STRATEGIES FOR CHANGING THE WAY IN WHICH WE PROVIDE INSTRUCTION, TO PROVIDE, FOR EXAMPLE, FOR THE USE OF MORE MANIPULATIVES AND/OR "HANDS-ON" EDUCATIONAL EXPERIENCES, ARE INCLUDED IN MY IMPLEMENTATION PLAN.

IN ADDITION, THIS PLAN WILL CONTAIN STRATEGIES FOR REVISING THE CONTENT OF THE INSTRUCTION WHICH WE OFFER TO OUR STUDENTS. AS YOU HEARD LAST YEAR, WE REALIZE THAT THE SCHOOL SYSTEM'S COMPETENCY-BASED CURRICULUM, WHICH

WAS STATE-OF THE-ART AT THE TIME OF ITS CREATION IN 1976, IS NOW SOMEWHAT DATED. WE ARE ALSO AWARE THAT THE UNSATISFACTORY TEST SCORES, WHICH I JUST MENTIONED, INDICATE THAT OUR CURRICULUM IS NOT ALL THAT IT SHOULD BE.

FOR THIS REASON, THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS WILL PERFORM AN AUDIT OF THE D.C. PUBLIC SCHOOLS' CURRICULUM. I AM CONFIDENT THAT, WITH THE HELP OF THIS INDEPENDENT AND OBJECTIVE GROUP, WE CAN CREATE A CURRICULUM WHICH TRULY MEETS THE NEEDS OF OUR STUDENT BODY.

TO ENSURE THE EFFECTIVENESS OF THIS UPDATED CURRICULUM AND REVISED METHOD OF INSTRUCTION, MY IMPLEMENTATION PLAN WILL ALSO INCLUDE STRATEGIES FOR IMPROVING THE STAFF DEVELOPMENT OPPORTUNITIES AVAILABLE TO OUR INSTRUCTIONAL PERSONNEL. THE STAFF DEVELOPMENT I HAVE PLANNED WILL GO FAR BEYOND MAKING AFTER-SCHOOL AND WEEKEND COURSES AVAILABLE TO OUR TEACHERS. INSTEAD, IT WILL INVOLVE RELIEVING OUR INSTRUCTORS OF THEIR TEACHING DUTIES FOR EXTENDED PERIODS OF TIME WHILE THEY UNDERGO INTENSIVE TRAINING IN THE REVISED CURRICULUM AND INSTRUCTIONAL

DELIVERY METHODS WHICH WE INTEND TO EMPLOY.

IN ADDITION, BECAUSE I KNOW THAT TEACHERS, NO MATTER HOW DEDICATED AND WELL-TRAINED THEY MAY BE, CANNOT BEAR THE WHOLE BURDEN FOR EDUCATING OUR YOUTH, I WILL ALSO INCLUDE IN MY IMPLEMENTATION PLAN STRATEGIES FOR ENHANCING PARENTAL, COMMUNITY, AND BUSINESS INVOLVEMENT IN OUR SCHOOLS. I REALIZE THAT CONVINCING MANY OF OUR PARENTS TO BECOME MORE A PART OF THEIR CHILDREN'S EDUCATION MAY NOT BE EASY. A LARGE NUMBER OF THEM HAVE NOT HAD POSITIVE SCHOOL EXPERIENCES, AND, CONSEQUENTLY, HAVE LITTLE DESIRE TO EITHER COME TO SCHOOL OR DEAL WITH TEACHERS. STILL, BECAUSE I BELIEVE STRONGLY THAT PARENTAL INVOLVEMENT IS CRITICAL TO STUDENTS' ACADEMIC SUCCESS, I PLAN TO DO EVERYTHING POSSIBLE TO ENCOURAGE SUCH HOME-SCHOOL INTERACTION.

ENCOURAGING BUSINESSES AND THE COMMUNITY TO BECOME MORE INVOLVED WITH OUR SCHOOLS, I AM CONVINCED, WILL BE AN EASIER TASK, FOR WE ARE CONSTANTLY BARRAGED WITH OFFERS OF HELP FROM SUCH GROUPS. THEREFORE, MY GOAL IN THIS REGARD WILL BE TO CONVINCE BUSINESSES, CIVIC ORGANIZATIONS AND PRIVATE CITIZENS NOT ONLY TO

HELP OUR SCHOOLS BUT ALSO TO MAKE THE VERY SUBSTANTIAL INVESTMENTS OF BOTH TIME AND MONEY THAT OUR SCHOOL SYSTEM SO BADLY NEEDS.

BECAUSE I ALSO REALIZE THAT, IN ORDER TO PROVIDE THE BEST POSSIBLE INSTRUCTION TO OUR STUDENTS, OUR TEACHERS NEED TO BE FREED, AS MUCH AS POSSIBLE, FROM THE WEIGHT OF THE PAPERWORK UNDER WHICH THEY NOW OPERATE, MY IMPLEMENTATION PLAN WILL ALSO CONTAIN STRATEGIES FOR ENHANCING THE TECHNOLOGY UTILIZED BY OUR SCHOOL SYSTEM. BY MAKING COMPUTERS AN INTEGRAL PART OF NOT ONLY THE D.C. PUBLIC SCHOOLS' INSTRUCTIONAL PROGRAM BUT ALSO ITS MANAGEMENT SYSTEM, I INTEND TO MINIMIZE THE TIME AND MONEY WHICH WE MUST DEVOTE TO ADMINISTRATIVE PAPERWORK AND, CONCOMITANTLY, MAXIMIZE THE RESOURCES AND ENERGY GOING TOWARD THE PROVISION OF INSTRUCTION.

MOREOVER, AS I AM SIMILARLY AWARE THAT OUR TEACHERS CANNOT BE EXPECTED TO TEACH IN BUILDINGS WHICH ARE UNSOUND AND/OR UNSAFE, MY IMPLEMENTATION PLAN WILL ALSO CONTAIN STRATEGIES FOR ELIMINATING THE $150 MILLION BACKLOG IN DEFERRED MAINTENANCE NOW FACING

OUR SCHOOL SYSTEM. INCLUDED IN THIS SECTION OF MY IMPLEMENTATION PROPOSAL WILL BE CONCRETE PLANS FOR CORRECTING THE MYRIAD OF FIRE CODE VIOLATIONS IN OUR SCHOOLS WHICH HAVE GONE UNHEEDED FOR FAR TOO LONG. IN ADDITION, BECAUSE IT IS CLEAR TO ME THAT, IN LIGHT OF THE GREAT AND UNMET NEED FOR WORTHWHILE SUMMER ACTIVITIES FOR D.C. YOUTH, THE D.C. PUBLIC SCHOOLS CANNOT AFFORD THE LUXURY OF CLOSING ITS DOORS FOR THE THREE HOTTEST MONTHS OF THE YEAR, MY IMPLEMENTATION PLAN WILL ALSO CONTAIN STRATEGIES FOR ENSURING THAT AS MANY OF OUR SCHOOLS AS POSSIBLE HAVE FUNCTIONAL AIR-CONDITIONING SYSTEMS IN THE VERY NEAR FUTURE.

INDEED, THIS PORTION OF MY IMPLEMENTATION PLAN IS ALREADY UNDERWAY, FOR THANKS, IN PART, TO ADDITIONAL MONIES PROVIDED TO THE SCHOOL SYSTEM BY CONGRESS IN FISCAL YEAR 1991, THE D.C. PUBLIC SCHOOLS HAS ALREADY BEGUN AN AGGRESSIVE EFFORT DESIGNED TO ENSURE THAT ALL OF OUR SCHOOL BUILDINGS ARE SAFE AND WELL-MAINTAINED FACILITIES WHICH ARE CONDUCIVE TO LEARNING. USING THESE MONIES AND OTHER COUNCIL-APPROVED FUNDS, THE SCHOOL SYSTEM HAS ALREADY UNDERTAKEN NOT ONLY THE REPAIR OF MALFUNCTIONING AIR-CONDITIONING SYSTEMS, TO

WHICH I JUST ALLUDED, BUT ALSO ELECTRICAL MODERNIZATION, THE IMPROVEMENT OF AGING FIRE ALARM SYSTEMS, THE INSTALLATION OF PLAYGROUND EQUIPMENT, THE PAINTING OF THE INTERIOR OF SCHOOL BUILDINGS AND THE REPLACEMENT OF DEFECTIVE SCHOOL DOORS.

WE HAVE ALSO JUST CONTRACTED FOR A FACILITY ASSESSMENT OF EACH OF OUR SCHOOL BUILDINGS. UNDER THE TERMS OF THIS CONTRACT, THE STRUCTURAL COMPONENTS OF EACH OF OUR FACILITIES WILL BE EXAMINED, ANY DEFICIENCIES IN THEM WILL BE NOTED, AND WE WILL THEN RECEIVE A PRIORITIZED LIST OF ALL REPAIRS AND IMPROVEMENTS WHICH NEED TO BE MADE.

STILL, I KNOW THAT NO MATTER HOW WELL-MAINTAINED OUR BUILDINGS MAY BE AND NO MATTER HOW COMPETENT OUR TEACHERS, AT TIMES, FACTORS EXTERNAL TO THE D.C. PUBLIC SCHOOLS MAKE IT IMPOSSIBLE FOR A STUDENT TO LEARN. FOR THIS REASON MY IMPLEMENTATION PLAN WILL ALSO CONTAIN STRATEGIES FOR THE ESTABLISHMENT OF RESIDENTIAL PUBLIC SCHOOLS FOR THOSE STUDENTS WHO MUST BE REMOVED FROM DETRIMENTAL HOME ENVIRONMENTS IF THEY ARE TO ACHIEVE ACADEMICALLY.

FINALLY, BECAUSE I AM ALSO CONVINCED THAT A SCHOOL SYSTEM'S OBLIGATION TO ITS STUDENTS DOES NOT END ON THEIR GRADUATION DAY, I WILL INCLUDE IN MY IMPLEMENTATION PROPOSAL CONCRETE PLANS FOR THE ESTABLISHMENT OF A SCHOOL-TO-WORK TRANSITION PROGRAM. THROUGH THE OPERATION OF THIS PROJECT, TO BE RUN IN CONJUNCTION WITH AREA BUSINESSES, I WILL ENSURE THAT OUR STUDENT'S MOVEMENT FROM ACADEMIA TO THE WORKPLACE GOES AS SMOOTHLY AS POSSIBLE.

AS YOU CAN SEE, MY PLANS ARE AMBITIOUS, AND EXPENSIVE, BUT NECESSARY AT ALL COSTS. THEREFORE, IN RESPONSE TO THE QUESTION OF WHAT THE CONGRESS CAN DO TO HELP THE D.C. PUBLIC SCHOOLS, I WOULD REQUEST THAT THE CONGRESS NOT ONLY VOTE IN FAVOR OF ALL FUNDING FOR OUR SCHOOL SYSTEM APPROVED BY THE MAYOR AND THE COUNCIL OF THE DISTRICT OF COLUMBIA, BUT ALSO APPROPRIATE ADDITIONAL MONIES TO SUPPORT AS MANY OF THE PROGRAMS DESCRIBED ABOVE AS POSSIBLE.

I AM SURE THAT ALL OF YOU WOULD AGREE WITH ME THAT URBAN EDUCATION IN THIS COUNTRY IS IN DIRE NEED OF REFORM. I AM EQUALLY CERTAIN THAT YOU

CONCUR THAT THE D.C. PUBLIC SCHOOLS FACES ALL OF THE PROBLEMS WHICH MAKE EDUCATING URBAN YOUTH SO DIFFICULT AND ALSO SO CHALLENGING.

THROUGH THE CREATION AND IMPLEMENTATION OF THE PLAN WHICH I HAVE JUST DESCRIBED, THE D.C. PUBLIC SCHOOLS STANDS READY AND EAGER TO MEET THIS CHALLENGE AND TO ESTABLISH A TRULY "FAIL-PROOF" SYSTEM FOR ALL OF OUR STUDENTS. WE WOULD ASK THAT YOU HELP US TO FINANCE THIS VENTURE. IN RETURN, WE PLEDGE TO PROVIDE A FULL ASSESSMENT OF THE SUCCESS OF ANY CONGRESSIONALLY-FUNDED EFFORTS AND TO HELP, IN ANY WAY POSSIBLE, TO SEE THAT THOSE PROGRAMS THAT WORK ARE REPLICATED THROUGHOUT THE COUNTRY.

I WOULD LIKE TO THANK YOU, CHAIRMAN DYMALLY AND MEMBERS OF THE SUBCOMMITTEE, FOR AFFORDING ME THE OPPORTUNITY TO TESTIFY THIS MORNING. MR. HALL AND I WOULD BE HAPPY TO RESPOND TO ANY QUESTIONS THAT YOU MIGHT HAVE.

Mr. DYMALLY. Thank you very much.

President Hall, you raised the question of security as time-consuming and resource-draining. Do you get any help from the District in your security needs or must the District provide your own security?

Mr. HALL. This time we have approximately 219 security positions, I believe.

In 1982, we only had a handful of security persons. The board responded by creating a new position for security aides. The security aides began at the GS-2 position. We tried to provide one security aide in at least each school.

Over the years, as the security needs have increased—since 1982—we found that the needs increased. We've enlarged our force now to, I think it's approximately 219.

We have requested from the police department assistance in assigning officers, police officers, to patrol the grounds around the high schools, junior high schools, and in some cases to assist the crossing guards at our schools.

At this point we are getting good help and participation from Chief Fulwood and from the Police Department, but the continuation of the continuous duty I don't think has—that issue hasn't been resolved. During the incidents which have occurred this year we have gotten a good response. Whether those officers can remain there with us for the rest of the school year I am not sure of.

It is clear that we are going to have to, if we continue with the pattern of violence that has been set in the last few years, seek increased training for our own security force and upgrade them. We really can't hold on to security aides at the GS-2 level, so there will be some salary increases. We also have more trained officers at the top level of our security force. The superintendent has just appointed a new chief of security. As our security force develops, then there will be more needs.

Of course, it was well publicized that the board in March passed a resolution asking for the installation of metal detectors in some of our schools. We have left it up to the discretion of the superintendent how he would like to deploy those and use those, whether they should be hand-held or fixed.

Clearly, our buildings and grounds committee under Ms. Landberg has been looking, along with the superintendent and his designees, at just how we can further secure our buildings. In light of the fact that recently we were in an agreement we entered into with Parents United, we agreed to unlock—the superintendent agreed to unlock all of our doors so that we would bring our schools into compliance with fire regulations. As we unlock all of those doors, there are far more ways for persons to enter those buildings now than ever before. So it is a continuing concern.

We are willing to talk to our police force more about it. But I don't think, Mr. Chairman, we are going to solve this problem without actually reaching out into the community far beyond the walls of the school to find ways to remove the guns, more guns from our community and to engage young people who have committed these kinds of crimes in alternative placements rather than as we are doing now. Our judges really find themselves with no alternative but to release a perpetrator right back into the communi-

ty, and so what we find is the person who may be involved in a shooting incident 24 hours is released right back into the community and may be back involved in another shooting incident again.

I think we have to collaboratively find a way to take the perpetrator out of the community until there has been some change in that person's behavior before that person is released back into our community.

Mr. DYMALLY. Mr. Superintendent, school violence is not unique to Washington, although one from reading the papers would get the impression that Washington is the worst school district in town, but I will ask you a sociological question.

What do you think is the root cause of this violence in the urban school districts; urban and some suburban school districts too?

Mr. SMITH. That is true. If I were to be perfectly honest with you, I think we have just neglected our young people as a society. We have not treated them with the dignity, respect, we have not given them the hope that they can be successful. We have ourselves in the position now where the families have actually deteriorated. They are not assuming, for whatever reason, one reason or another, the role that they can actually assume in working with our young people. Then we had sort of a de-emphasis on values, because we went through this syndrome that you can't put your values on anyone else and we got to the point that we didn't hardly have any value system at all.

I think as we begin now to understand that we have made a mistake, it is going to take us some time to turn it around, but I think that we have to get at the heart of the matter. We can put metal detectors in, and we can put more policemen outside. But I will say to you, whereas I think that is needed, it is not going to be the sole means of deterring the crime until we begin to get at the hearts and souls and give some hope to these young people. That if they actually endure and stay in school and are successful that there is a reward for them later on. That is why I talked about a key piece of what we need to do is to look at the school to work transition programs for many of our young people as well.

Get more citizens back involved. I would say to you that, as a superintendent from another school district and having worked in a couple of others, that I see too many adults that are afraid to even address young people when they see them doing things wrong now. Yet, on the other hand, I know that young people want to be corrected, want to be told what they are doing wrong. All of them will not respond in a disrespectful way. Yes, some will. But the perception is that I can't address the young people because all of them will respond in a negative way or curse me out.

I think we have to get back to changing the value system of society and having young people to believe, and instill that respect for adults and authority as well.

Mr. DYMALLY. During the height of the antipoverty program we saw a decrease of gangs in Los Angeles, when we had Neighborhood Youth Corps and Teen Post and Job Corps and a number of funded programs where young people could find job opportunities. Do you think there is a direct correlation between the violence and the absence of part-time job opportunities for the young people?

Mr. HALL. Oh, I definitely think that there is a direct correlation for that. You know, supervised activity, whether it is a job or whatever, and it doesn't have to necessarily be a job, but when we start looking at meaningful supervised activities that our young people can get involved in after they leave school, I think all of those have a direct correlation. When there is a lack of supervision and there is a lack of something constructive to do they will find something to do. That is what I think we have to begin to recognize as a society.

Mr. DYMALLY. You made mention of repairs. The National Education Association about a year and a half or 2 years ago did an assessment of the disrepair of schools across the country. They rated my school district very poorly. What they failed to say is that in California, and in other States, the States are not giving any money for capital improvement.

Mr. SMITH. Right.

Mr. DYMALLY. The former superintendent in Compton went on the roof to look at the leak and fell through the roof into the classroom.

Mr. SMITH. Yes.

Mr. DYMALLY. Now this is a true story.

Mr. SMITH. Right.

Mr. DYMALLY. Fell right through the roof. But the State, they came here. The Federal Government does not provide capital improvement funds. Strapped as school districts are the schools are in disrepair. We were talking about some schools are too cold and some are too hot.

Mr. SMITH. Right.

Mr. DYMALLY. I don't know where we are going to find the money, but at some point we have to begin to look at the physical plant if we are going to maintain our old schools in halfway decent shape.

Mr. SMITH. Yes. There is no question about the aesthetics and the environment in which we place our young people in having a direct correlation to how they feel about learning and how they see the importance that we place on learning. You walk in most facilities you don't see any kind of a correlation to what you find when you walk into many of our schools, and I would say that even goes beyond how we provide for our teachers. You wouldn't think of giving any person in the business world 150 individuals to deal with in the course of the day and not have them have immediate access to a telephone to operate, to make contact with the people that they are responsible for.

So I think as we talk about the kinds of goals that we want to accomplish leading us into the 21st century we have to really begin to change our priorities and refocus our resources where the impact truly can be made.

Mr. DYMALLY. Staff has informed me that Mayor Dixon provided some maintenance funds for you. Have those funds reached you yet?

Mr. SMITH. In this particular budget—I assume they want last year— that we have just about spent all of those as of October, and as I understand it, if I am not mistaken, that we are still going to be in need of some additional funds to continue to repair. But we

did get some additional money. I think we went from $1 million to $1.5 million—right. With our putting all schools of "pay-go" now, and quite obviously the need will still be there, progress has been made in this particular area.

Mr. DYMALLY. Mr. Hall, this full committee, not this subcommittee, and the Congress gave some authority to the Mayor which made you somewhat unhappy, some budget authority. Do you want to comment on that? Tell me, and I want to hear it from the horse's mouth, what your unhappiness was.

Mr. HALL. Certainly, Mr. Chairman. Since the D.C. Board of Education was allowed to become an elected body, we are the oldest elected body in the District of Columbia. Congress allow the people of the District of Columbia to elect their own board, and from that time until this summer the D.C. Board of Education has been responsible for managing its own fiscal affairs and for overseeing its budget once it has been approved by the Mayor, city council, and Congress.

In the last 10 years the D.C. Board of Education, well, really in the last 15 years the board of education found that it was necessary to go to court under former Mayor Walter Washington and also under former Mayor Barry to stop the executive from simply reaching into the school system's budget to take funds to use for the Mayor's pet project without going through the council or the Congress to get approval. Each time that we stopped the former mayors, Barry twice and Walter Washington once, it was because the D.C. Board of Education felt that once those dollars are set aside and dedicated for education they should be used for that purpose and that purpose alone. The executive should not be given unilateral power to reach in and take those dollars without a legislative body reviewing that action.

The checks and balances system of our Federal Government and of local government provides for a policy that an executive's power should be checked by a legislative branch and in some cases reviewed by a court. The action that the Mayor sought upset that balance of power. What it did was to remove the opportunity for the D.C. Board of Education to seek judicial review and for there to be a full legislative review by the council.

Our opposition was, first, that the city council's proposal did not allow for the 13-member council being required to vote yes or no on the approval of the Mayor's action. We believe that is bad policy. We have a fully paid and elected city council that should decide if education is the first priority for our city—and the Mayor wishes to cut the budget, we have no problem with the Mayor balancing her budget. We understand that. We have balanced our budget every year too, and we understand it. We have no problem with requirements that we balance our budget. But to have a provision that provides that a legislative body simply by turning its head and looking the other way, and not taking a full vote would allow the executive that power, we think upsets the balance.

Second, when we came before this body we simply asked for the right to speak and the right to be heard. We were denied that right to speak and be heard. Had that information been given at that time perhaps the decision would have been the same. My discomfort with it and the reason I felt that the board of education was

denied the opportunity to speak, I think that it was also bad policy. If we had spoken, we would have put before this body the facts.

The facts I bring before you today, this is the first opportunity I have been given to come before this body and present the facts. The facts show that even with the problems of the last 10 years we did whatever was necessary to balance our budget, and even this year, Mr. Chairman. We have taken three cuts, two from the city council and one from the Mayor. We haven't objected to them. We have complied with them. We have done what was necessary to balance our budget, and we will continue to do that.

But we think the power was unnecessary. It has been granted. We will be asking our city council to review it and to ask Congress to at least put a sunset provision on it, so that power or that grant of authority will expire in 5 years. At the end of that 5-year period we will have an opportunity for legislative review and, if necessary, a judicial review of an executive's actions.

Mr. DYMALLY. Finally, for both you, Mr. Hall, and the superintendent, let's look into the future. Where do you see the District of Columbia in terms of the physical and educational programs?

Mr. HALL. Well, let me just start and then I will turn it over to the superintendent because the first part of it, I think, goes to the "pay-go" capital.

When Congress has provided us with "pay-go" capital we have been able to make a dramatic improvement in the way our buildings are repaired. This year after receiving capital improvement funds we asked staff members from members who represent members of the committee to come with us on a tour, and we took staff members out to show them project by project how those capital dollars were being used. We made a pledge that we will meet you and we will show you dollar for dollar exactly where every penny of that $22 million is being spent and what it is being spent for.

So I believe if we can continue to have that kind of commitment over a multiyear period we will be able to rectify the long-standing problems in fire code violations and building conditions.

Certainly the superintendent and his staff and buildings and ground staff have been working extremely hard to use those dollars and to move those projects.

Second, moving beyond building repairs, I think the superintendent's plan addresses his efforts to improve our overall academic program, and he has talked about staff development and teacher preparedness. For this community to survive, we have lost a number of people. This community over the last 20 years has gone from a community with 850,000 people in the census report between 1970 and 1980 down to 620,000, and in the last report dropped from 620,000 now to a little over 500,000 people.

People are leaving the District of Columbia not only because they are not finding what they want from schools, but the community itself is suffering. There are parts of this community where you and I would be afraid to walk down the streets at night. We wouldn't want to drive through the nights without fear of being shot. The District of Columbia as the place of my birth is changing from the place I have known since I was a child. If we don't take collaborative efforts to turn around the problems of crime and drugs in this city at this point, even Dr. Smith's best efforts are not

going to meet with success or our best efforts aren't going to meet with success.

I think for this to become the kind of city that we envision by the year 2000 at this point a collaborative effort between the Congress of the United States of America, our Mayor, city council, school board, superintendent, and appointed and elected officials to make this a city 2000, if it is going to be an America program, is what it takes to really make these efforts succeed.

Thank you.

Mr. DYMALLY. Mr. Hall, you can always declare the District a foreign country and get foreign aid.

Mr. HALL. Well, we are treated like that sometimes. Mr. Chairman.

Mr. DYMALLY. Mr. Smith?

Mr. SMITH. Yes. Let me say that as I talked about developing what I call this fail-proof system, I truly see the opportunity in this community for the education of these young people to really become a priority. In order for that to happen I think that as we talk about the collaboration with all of the agencies working together, we talked about getting businesses involved in what we are doing, we talked about changing how we deliver services within our schools. There is no question in my mind that as we talk about a model for urban education around this country that, first of all, there is no reason as to why Washington should not be it; and second is that I believe that Washington definitely can become that model.

People ask me how long do you think that will happen? Well, you can't make those kinds of changes overnight. Perceptions are hard to change. But you can actually begin step by step.

I think one of the things that we have done, and the board has certainly concurred with, is moving toward local-based, site-based, school-based management with many of our administration, more involving other people that are there making the decision, while at the same time the board/superintendent will continue to be the leader in providing the vision, the structure that will allow these people to perform to the best of their abilities.

I think that we can turn Washington around to be what all of us want it to be, and I am anxious and looking forward to being a leader in that process and being a part of that process.

Mr. DYMALLY. Well, first, Mr. President, and Mr. Superintendent, we want to thank you for your testimony. We want to, with your approval, have the opportunity to send you some more questions to answer in the interest of time.

Mr. HALL. Yes, sir. We would be pleased to do so.

Mr. DYMALLY. Thank you very much, indeed.

Mr. HALL. Thank you.

Mr. SMITH. Thank you

[No further questions were submitted to the witness.]

Mr. DYMALLY. We have been joined by Ms. Norton. Before our next panel, we will ask Ms. Norton to make her opening statement.

In the meantime, Mr. David Fowler and Dr. Jimmie Jackson may come to the table.

Ms. NORTON. Thank you, Mr. Chairman. As you are aware, the House schedules its committee meetings without respect and

regard for other committees that are meeting at the same time, and I apologize that I was delayed at another committee meeting.

I am pleased to be here this morning, Mr. Chairman, to welcome the new superintendent of the D.C. public schools, Dr. Franklin Smith, who has raised our expectations and already brought greater accountability to our school system. It is also my pleasure to welcome R. David Hall, president of the D.C. Board of Education, and Councilwoman Hilda Mason, chairperson of the D.C. Council's Committee on Education, and Mr. Togo West, chairman of the D.C. Committee on Public Education, and Dr. Jimmie Jackson, president of the Washington Teachers' Union, Ms. Delabian Rice-Thurston, director of Parents United, and Mr. William Brown, president of the D.C. Congress of Parents and Teachers.

May I say to you, Mr. Chairman, that I greatly appreciate your postponing these hearings scheduled earlier this year until a new superintendent could be recruited. This committee and the subcommittee have shown the greatest respect for the democratic prerogative of the D.C. Board of Education to run our schools without interference from Congress. At the same time the jurisdiction of this subcommittee requires periodic reports on the state of our public schools.

I look forward to hearing from the remainder of today's witnesses. Thank you, Mr. Chairman.

[The prepared statement of Ms. Norton follows:]

ELEANOR HOLMES NORTON
District of Columbia

Congress of the United States
House of Representatives
Washington, DC 20515

STATEMENT OF ELEANOR HOLMES NORTON
SUBCOMMITTEE ON JUDICIARY AND EDUCATION
SEPTEMBER 26, 1991

MR. CHAIRMAN, I AM PLEASED TO WELCOME THE NEW SUPERINTENDENT OF THE D.C. PUBLIC SCHOOLS, DR. FRANKLIN SMITH, WHO HAS RAISED OUR EXPECTATIONS AND ALREADY BROUGHT GREATER ACCOUNTABILITY TO OUR SCHOOL SYSTEM. IT IS ALSO MY PLEASURE TO WELCOME R. DAVID HALL, PRESIDENT, D.C. BOARD OF EDUCATION, COUNCILWOMAN HILDA MASON, CHAIRPERSON OF THE COUNCIL'S COMMITTEE ON EDUCATION, MR. TOGO WEST, CHAIRMAN, D.C. COMMITTEE ON PUBLIC EDUCATION, DR. JIMMIE JACKSON, PRESIDENT, WASHINGTON TEACHERS UNION, MS. DELABIAN RICE-THURSTON, DIRECTOR, PARENTS UNITED, AND MR. WILLIAM BROWN, PRESIDENT, D.C. CONGRESS FOR PARENTS AND TEACHERS.

MAY I SAY TO YOU, MR CHAIRMAN, THAT I GREATLY APPRECIATE YOUR POSTPONING THESE HEARINGS SCHEDULED EARLIER THIS YEAR UNTIL A NEW SUPERINTENDENT COULD BE RECRUITED.

THIS COMMITTEE AND THIS SUBCOMMITTEE HAVE SHOWN THE GREATEST RESPECT FOR THE DEMOCRATIC PREROGATIVE OF THE D.C. BOARD OF EDUCATION TO RUN OUR SCHOOLS WITHOUT INTERFERENCE FROM CONGRESS. AT THE SAME TIME, THE JURISDICTION OF THIS COMMITTEE REQUIRES PERIODIC REPORTS ON THE STATE OF THE PUBLIC SCHOOLS.

I LOOK FORWARD TO HEARING THAT REPORT TODAY FROM THESE DISTINGUISH WITNESSES.

Mr. DYMALLY. Thank you very much, indeed.
Dr. Jackson?

STATEMENTS OF JIMMIE C. JACKSON, PRESIDENT, WASHINGTON TEACHERS' UNION; AND DAVID FOWLER, VICE CHAIRMAN, D.C. COMMITTEE ON PUBLIC EDUCATION (COPE), ACCOMPANIED BY CONRAD SNOWDEN, EXECUTIVE DIRECTOR, COPE

STATEMENT OF JIMMIE C. JACKSON

Ms. JACKSON. Good morning, Congressman Dymally and other committee members. I am Jimmie Jackson, president of the Washington Teachers' Union.

It is a privilege for the president of the Washington Teachers' Union to be invited to share with the subcommittee general descriptions, observations, concerns and comments regarding issues on academic strengths and weaknesses of the system as a whole, the financial conditions and priorities of the system, the physical condition of school buildings, goals, missions and/or changes in the basic school curricula and operation.

The Washington Teachers' Union represents 6,700 of the employees of the District of Columbia public school system and in doing so impact the lives of 81,000 plus students. Therefore we are concerned about the financial status of the District of Columbia and we are in agreement with the superintendent of the D.C. public school system in bringing quality education for all students in the District of Columbia.

The education budget certainly reflects and impacts the capability of the system to implement change, restructure, reform or to reorganize. However, when we look at the strengths we think of the D.C. public school staff development component which needs funding because it encompasses programs that include our teacher center, the intern-mentor teachers' program, department chairpersons, and centers for teachers, the teaching profession magnet school, Math and Science Resource Center, the Crisis Intervention Teams, and student counseling programs.

The above programs that we refer to require full funding in order to maintain and make necessary changes in the way we teach and interact with students to produce high thinking skills and student achievement.

We also examined the weaknesses and we concluded that our special education and alternative education programs are not staffed appropriately, nor are they funded adequately, to effectively meet the educationally and socially emotional needs of our students. These are important areas because they refer to the students that our superintendent is concerned about because of where they must go to each day after they leave the school hour.

To this end, the Special Education Act really does not legally meet the standards as outlined in Public Law 94-142 as encompassed in the new 1990 101-426 public law which is the Individuals With Disabilities Education Act. It also includes Public Law 99-476 meeting the educational needs of students from 0 to 3 years old. All of these require funding in order to make sure these services are rendered to our students.

When we think of section 504 of the Rehabilitation Act, which also must be implemented, we recognize the additional need for funding for the District of Columbia public school system. There is a need for all of these programs to be brought into compliance so that the public laws can provide the better service that is also expected in the process.

Teachers and pupil personnel services renderers feel handicapped and ineffective, and truly incapable of doing what they believe their training and credentials stipulate for them to do. D.C. public schools has the most highly technically qualified service providers. Yet, because of the lack of funding, the services in our system are inadequate. We do not at this particular time have programs that deal with the dysfunctional motor coordinated, those students who also need what we call the OT, which is the occupational therapy services.

Second, the alternative education program should include all students, the ones we refer to as regular as well as the student of special needs. This is important because in order to develop skills for the workplace every student must have the opportunity to be involved in some form of career education. We recognize that there are services to be rendered for students and teachers in the District of Columbia. However, we also look at the substitute service situation. We are handicapped in some assistance for assistance that is provided to classroom teachers who are responsible for teaching students on a day-to-day basis. This requires adequate funding in order to provide the substitute services that are necessary.

The union strongly believes that there would be an increase of test scores for students, a raised level of grade point averages, and student participation in the process of learning if classrooms teachers were not saddled with the coverage of classes due to illness and/or emergencies of other personnel. The union strongly believes that attendance and achievement for students would increase because a good substitute service program, adequately funded, would afford the classroom teacher planning and quality time with students.

Salaries for teachers are important to teachers of the District of Columbia in order to attract and retain the best teachers. The number of our days of sick leave, generally bereavement, for educators in the District of Columbia should be increased as well as the procedure by which the leave is posted. We speak of this because it does require funding for this to take place.

Many jurisdictions post leave in advance at the beginning of the school year. We have a commitment from the superintendent, Dr. Franklin Smith, to work closely and in collaboration with the Washington Teachers' Union in order that practitioners who make a direct impact on students will be the persons who must raise the level of education in this city for students.

The retirement system, we have talked to congressional representative concerning this. In order for a lot of programs to be changed, new ideas to be brought in there must be a way to make the changes in the educational staff to be made by a superintendent. But what we talk about, we bring in new players, new teachers, new ideas. However, because the senior teachers of the District of Columbia have given so much for so little, salaries and a retire-

ment system which yield full benefit to teachers after 25 years of service is necessary. We refer to this because we mean it needs to be done without penalty. There is much to be gained in the interest of reforming education in the District of Columbia.

When we talk about school conditions, the union and teachers or the members it represent have paid close to attention to what has been done in the last year, and especially during the summer, with our schools, and we are pleased. However, the physical conditions of many schools of the District of Columbia still must be upgraded, and we refer to having funds that are necessary just to make sure we have operating bathrooms, water fountains, personal hygiene machines, accessible telephones, which the superintendent spoke to earlier, and health suites for students to be serviced by counselors and teachers.

We concur with the audit of the curriculum that the superintendent has put in place, and we will participate cooperatively in making sure that curriculum audit meets the requirements of the superintendent. We believe we should look at resources. The resources should be of the Information Resource Center type, which means the teachers would have access to ongoing information. This is critical to be able to obtain information concerning conferences, programs, new trends in education, and students should also have access to information or changes. They need to know about careers. They need to know about career opportunity and the availability of apprenticeships, of other colleges and universities.

On behalf of teachers and students and parents of the District of Columbia, we appreciate this opportunity to share with you and to say that the Washington Teachers' Union leadership stands ready to serve the District of Columbia public schools in the best interest of students and teachers in collaboration and cooperation with the superintendent of the D.C. public school system.

Thank you.

[The prepared statement of Ms. Jackson follows:]

JIMMIE C. JACKSON
PRESIDENT

General Vice President
Joshua Rascoe

Recording Secretary
Linda Felton

Treasurer
Elizabeth Sanderlin

VICE PRESIDENTS
Mary Collins
Sr. High
Laureen Smith-Butler
Jr. High
Cheryl Tabor
Elementary
Henry Varner
Career Development
Donna Morrison
Special Services
Martha Staggs
Special Education

MEMBERS-AT-LARGE
SR. HIGH
Sandra Willis
Michael McLeese
JR. HIGH
Calvin Street
Kimberly Mason
ELEMENTARY
Thelma Gregg
Bruce Boyden
Maria Calloway
Vera Smith

SPECIAL SERVICES
Joan Bickerstaff-Mitchell
Martha Parks
Rosa Lee

BOARD OF TRUSTEES
Doris Nelson
Gladys Bray
Johnnie Bell

WTU CHAPTERS
EC-09s
National Child Day Care Association
JROTC
Retirees Chapter

Washington Teachers' Union

Local 6 of the American Federation of Teachers, AFL-CIO

Good morning, Congessman Dymally and other committee members, I am Jimmie Jackson, President of the Washington Teaches' Union. To the Committee on the District of Columbia Chairman, Ronald V. Dellums, Subcommittee Chairman on Judicary and Education Committee of the District of Columbia, Mervyn M. Dymally, It is a privilege for the President of the Washington Teachers' Union to be invited to share with the Subcommittee general descriptions, observations and comments regarding issues, on academic strengths, and weaknesses of the system as a whole; the financial conditions and priorities of the system; The physical condition of school buildings, goals, missions and/or changes in the basic school curriculums and operations.

The Washington Teachers' Union represents 6700 of the employees of the D.C. school system and in doing so impact the lives of 81,000 plus students, therefore we are very concerned about the financial status of the District of Columbia. The Education Budget certainly reflects and impacts the capability of the system to implement change, restructure, reform or to reorganize.

When we think of strengths, we think of D.C. Public School Staff Development, which encompasses programs that includes the Teacher Center, Intern-Mentor Teachers, Department chairpersons, Incentives for teachers, the Teaching profession magnent school, Math and Science Resource Center, Crisis Intervention Teams, and student counseling programs.

The above programs require full funding in order to maintain and make necessary changes in the way we [illegible] teachers [illegible] to produce both [illegible] thinking skills and students achievements.

1030 15th Street, NW, Suite 865, Washington, DC 20005 (202)682-2472 Fax (202)842-0152

Washington Teachers' Union, Local 6 of the AFT, AFL-CIO, Official Bargaining Agent for DC Public School Teachers

BEST COPY AVAILABLE

We examined weaknesses and we concluded that our Special Education and Alternative Education programs are not staffed appropriately not funded adequately to effectively meet the educationally and socially emotional needs of students. To this end Special Education do not legally meet the standards as outlined in public law 94-142 as encompassed in the 1990 101-476 public law which is individuals with disabilities Education ACt, 99-476 meeting the Edcational needs of children from 0-3 years old: and section 504 of the Rehabilitation Act which must be implemented. There is a need to be brought in to compliance with these public laws to better service students. Teachers and pupil personnel services providers feel handicapped, and ineffective and truly incapable of doing what they believe their training and credentials stipulated. D.C. public School system has the most highly Technically qualified service providers yet services in our system are inadequate. (ie) (dysfunctional motor coordinated occupational therapy)

Secondly, the Alternative Education program should include all students, the ones we refer to as regular as well as students of special needs. In order to develop skills for the workplace every student must have the opportunity to be involved in some form of career education.

Substitute Services which are assistances provided for classroom teachers who are responsible for teaching students on a day-to-day basis are non-existent in D.C. Public Schools. The Union believes there would be an increase of test scores for students grade point averages and student participation in the process of learning if classrooms teachers were not saddle with coverage of classes due

48-495 - 93 - 4

to illnesses and/or emergencies of other personnel. The Union strongly believes that attendance and achievement for students would increase because a good substitute service program would afford the classroom teacher planning and quality time with students.

Salaries for teachers are important to teachers of the District of Columbia in order to attract and retain the best teachers. We need at least an increase of 25% over the next 3 years.

The number of Sick, General, and Bereavement Leave days for Educators in District of Columbia should be increased as well as the procedure by which leave is granted. Many jurisdictions post leave in advance at the beginning of the school year.

The retirement system needs to be changed in order to make some major changes in Education... new players, new teachers, and new ideas. However, because senior teachers have given much for so little, salaries and a retirement system which yield full benefit to teachers after 25 years of service is necessary meaning no penalty for age. There is much to be gained in the interest of reforming education.

School Conditions

The physical conditions of many schools in the District of Columbia must be upgraded. Funds are necessary to provide operating bathrooms, water fountains personal hygiene machines, sucessible telephones for teachers and counselors, health suites for students.

Curriculum Development

Curriculum development needs to be addressed with participation of teachers.

Resources: Information Resource Centers which means teachers may have access to information, programs and conferences on site, students should be able to obtain imformative concerning, careers, career opportunities and the availability of Apprenticeship, Colleges, Universities etc.

On behalf of teachers students and parents of the District of Columbia we thank you for this opportunity. The Washington Teachers' Union Leadership stands ready to serve D.C. Public Schools in the best interest of students and teachers.

Mr. DYMALLY. Mr. Fowler?

STATEMENT OF DAVID FOWLER

Mr. FOWLER. Mr. Chairman, and members of the subcommittee, my name is David Fowler. I am appearing before you today in my role as vice chairman of the D.C. Committee on Public Education. I am substituting for our chairman, Togo West, who could not be with you today.

For the record, I am the managing partner of the Washington office of KPMG Peat Marwick. With me today is the executive director of COPE, Dr. Conrad Snowden.

Let me begin by saying that with regard to education we at COPE think that Washington is in a crossroads. On the one hand, the city is experiencing serious financial difficulties and every agency and department, including the school system, is feeling the impact of the budget crisis. We also had disappointing news at the end of the last school year in terms of our students' performance on the math portion of the National Assessment of Education Progress.

On the other hand, Dr. Smith, a proven leader, has just taken on the leadership of the school system. Dr. Smith clearly enjoys the unanimous support of the school board. Moreover, I believe that there is a growing consensus throughout the community in support of fundamental change in the schools, and notwithstanding the city's budget problems, we think the time is right for so-long-overdue changes that will significantly strengthen the D.C. public schools.

As you and your colleagues are well aware, COPE issued its final report, "Our Children, Our Future," 2 years ago this summer. The 25 recommendations in that report cover a broad range of concerns including changes intended to strengthen early childhood education that we have heard about this morning; more effectively meet the needs of at-risk students; reduce the central administrative staff and redirect resources to the classroom; broaden the curriculum and expand the base of support for the public school reform.

COPE is continuing to work with the school system and other interested groups to improve teaching and learning in the schools, to strengthen school governance, and to improve the physical facilities, to build a broad-based support for the improvement of public education.

The report of the Rivlin Commission that was mentioned earlier reaffirmed support for COPE's core recommendations. The Rivlin Commission's recommendations on education can be reduced to two broad themes.

First, the commission urged the city to fund instructional improvements that were recommended in the COPE report.

Second, it said that the school system should significantly reduce the amount of money it spends on general, noninstructional support.

We support both of these positions. The Mayor asked that every city agency make sacrifices, and we understand, and we agree, with the need for sacrifice. The school system should be prepared to make significant cost reductions.

Our concern is that the cost reductions must be achieved by reducing the funds that are presently going into general noninstructional support. We believe that, and we've heard early this morning, that Dr. Smith shares this view and that he will be supported by the board as he moves aggressively to shrink the central bureaucracy.

When we think about the budget; in fact, when we think about any of the initiatives that COPE has helped to launch, such as the Comer Program, we ask ourselves one question: What does this mean for the children and the schools?

For us, children come first. That is why we recommended and are working for programs that enrich the lives of children and enhance the school experience. Programs such as Hands-on-Science, regular art and music classes in elementary grades, meaningful after school activities, and a decent summer enrichment program.

COPE's bottom line is that we oppose reductions that adversely affect schools and the instructional program for children.

I mentioned earlier that the COPE report contains 25 broad recommendations. We agree that the school system simply can't move forward simultaneously on all of these recommendations. Clear priorities should be established and communicated to the school system's employees and to the residents of the District of Columbia.

Let me mention several of our most important priorities. First, we have talked about the need for reducing administrative costs. I would just simply underscore there that these costs must be explicitly identified, documented, and achievable if a cost reduction program is to have any credibility.

There have been a number of false starts in this area and we believe, though, that Dr. Smith's activities are very positive at this point.

A second priority is the issue of teacher compensation. As you are well aware, both teachers and principals in the District of Columbia work for considerably less than their peers in the surrounding suburban school districts. This is true at both the entry level and at the top of our salary schedule. Attracting and retaining top quality staff is difficult enough without competing with the higher salaries that are being paid in the region. The current budget problems make realization of this objective difficult, but, we think it should remain a top priority for the city.

I want to stress, however, that COPE does not favor an increase in compensation for teachers and principals unless it is supported by several of the key reforms outlined in our report.

Specifically, in return for higher salaries, we want to see an increase in the length of the school day to bring the District of Columbia in line with the longer school day that's prevalent in the suburban school districts.

We also want to see much more rigorous screening and testing of teachers at the entry level and the development of a career ladder that rewards excellence in teaching and keeps our best teachers in the classroom where they belong.

Our present system tends to encourage teachers to seek administrative positions; we need to create a career ladder that provides financial incentives to keep our most able people in the classroom working with the children.

Let me mention two other important priorities—early childhood education that you heard about earlier; but another is bilingual education. We know that far too many of our students come to school ill equipped to be successful. COPE agrees with Dr. Smith that the early childhood program should be expanded to provide spaces for all 4-year-olds.

As we understand it, there are presently 700 4-year-olds who cannot be accommodated in the city's pre-K program for lack of facilities and personnel. We must reach all at-risk youngsters, at early an age as possible, with developmentally appropriate programs so that these youngsters do not begin the race 15 yards behind the starting line.

The civil disturbances in Mount Pleasant and Adams Morgan underscored what community activists have been saying for a long time. This city, especially its governmental institutions, has not been in touch with its rapidly growing Hispanic population. The school system has an important and difficult responsibility—to educate language minority students and help them become acculturated to their new country. The bilingual program must be supported to meet the needs of this growing population.

Finally in talking about priorities, COPE does not mean to suggest that all new initiatives cost a lot of money. Many initiatives require little, if any, new funding and can be undertaken by the school system today, if there is the will to do so. Let me give you some examples.

First, a number of States have instituted updated alternative certification programs that have been very successful in inducing highly qualified people to become teachers. By reaching out to experienced people who lack the typical education credentials, many systems have been able to attract teachers for hard-to-fill slots, particularly in the areas of math, science, and bilingual education. The State of New Jersey is an excellent case in point.

Second, the restructuring of the current promotion and compensation system, which I touched on previously, does not entail a massive infusion of funds. Finally, the implementation of genuine school-based management requires real commitment—not money.

In this connection, we are encouraged that Dr. Smith is genuinely committed to giving principals and teachers greater responsibility and holding them accountable for their work.

Mr. Chairman, I want to end on a positive note. As we said earlier COPE believes that the time is right for affecting real changes in our school system. The D.C. Committee on Public Education is ready to work with Dr. Smith, Mayor Dixon and the city council, the D.C. Board of Education, the Congress, and other interested groups to help make this the truly first-rate school system that we all know it can become, and to make it a shining star in the education 2000 initiative.

This concludes our presentation. Thank you for the opportunity to be here.

[The prepared statement of Mr. Fowler follows:]

STATEMENT OF THE D.C. COMMITTEE ON PUBLIC EDUCATION
BEFORE THE SUBCOMMITTEE ON JUDICIARY & EDUCATION
COMMITTEE ON THE DISTRICT OF COLUMBIA

September 26, 1991

Mr. Chairman, members of the Subcommittee, my name is David Fowler and I am appearing before you today in my capacity as Vice Chairman of the D.C. Committee on Public Education, better known as COPE. For the record, I am Managing Partner of the Washington office of KPMG Peat Marwick. With me today is COPE's other Vice Chairman, Carrie Thornhill, who is with the Greater Washington Research Center.

Let me begin by saying that with regard to education, we think that Washington is at a crossroads. On the one hand, the City is experiencing serious financial difficulties and every agency and department, including the school system, is feeling the impact of the budget crisis. We also had disappointing news at the end of the last school year in terms of our students' performance on the math portion of the National Assessment of Educational Progress.

On the other hand, a new, experienced, successful school superintendent has just taken on the leadership of our school system -- a superintendent who enjoys the unanimous support of the School Board. Moreover, there is a growing consensus throughout the community in support of fundamental change in the schools and

notwithstanding the City's budget problems, we think the time is right for some long overdue changes that will significantly strengthen the D.C. Public Schools.

As you and your colleagues are well aware, COPE issued its final report, Our Children, Our Future, two years ago this summer. The 25 recommendations in that report cover a broad range of concerns including changes intended to: strengthen early childhood education; more effectively meet the needs of at-rick students; reduce the central administrative staff and redirect resources to the classroom; broaden the curriculum; and expand the base of support for public school reform. COPE is continuing to work with the school system and other interested groups to improve teaching and learning in the schools, to strengthen school governance, to improve the physical facilities, and to build broad based support for improvements in public education.

The report of the Rivlin Commission reaffirmed support for COPE's core recommendations. The Rivlin Commission's recommendations on education can be reduced to two broad themes. First, the Commission urged the City to fund the instructional improvements that were recommended in the COPE report. Second, it said that the school system should significantly reduce the amount of money it spends on general, non-instructional support.

We support both of these positions. The Mayor asked that every City agency make sacrifices and we understand -- and agree with -- the need for sacrifice. The school system should be prepared to make significant cost reductions. Our concern has been that those cost reductions, which are both necessary and overdue, must be achieved by reducing the funds that are presently going into general non-instructional support. We believe that Dr. Smith shares this view and that he will move aggressively to shrink the central bureaucracy.

When we think about the budget -- in fact, when we think about any of the initiatives COPE has helped to launch, such as the Comer program, we ask ourselves one question: "What does it mean for the children in our schools?" For us, the kids come first. That is why we recommended, and are working for, programs that enrich the lives of children and enhance the school experience -- programs such as hands-on science, regular art and music classes in the elementary grades, meaningful after-school activities, and a decent summer school enrichment program. COPE's bottom line is that we oppose reductions that adversely affect schools and the instructional program for children.

I mentioned earlier that the COPE report contains 25 broad recommendations. We agree that the school system cannot move forward simultaneously on all of these

recommendations. Clear priorities should be established and communicated to the school system's employees and to the residents of the District of Columbia.

Let me mention several of our most important priorities. First, we have talked about the need for reducing administrative costs. I would simply underscore the fact that those cost savings must be explicitly identified, clearly documented, and achievable if a cost reduction program is to have any credibility. Frankly, we have had a number of false starts in this area so showing real measurable progress is very important.

A second priority is the issue of teacher compensation. As you are well aware, both teachers and principals in the District of Columbia work for considerably less than their peers in the surrounding suburban school districts. This is true both at the entry level and at the top of our salary schedule. Attracting and retaining top quality staff is difficult enough without compounding the problem by paying salaries that are manifestly uncompetitive in what is clearly a regional job market. The current budget problems make realization of this objective difficult but, nevertheless, this should remain a top priority for our City.

I want to stress, however, that COPE does not favor an increase in compensation for teachers and principals unless it is accompanied by several of the

key reforms that are outlined on our report. Specifically, in return for higher salaries, we want to see an increase in the length of the school day to bring D.C. in line with the longer school day that is prevalent in the suburban school districts. We also want to see much more rigorous screening and testing of teachers at the entry level and the development of a career ladder that rewards excellence in teaching and keeps our best teachers in the classroom where they belong. Our present system tends to encourage teachers to seek administrative positions; we need to create a career ladder that provides financial incentives to keep our most able people in the classroom working with youngsters.

Let me mention two other important priorities -- early childhood education and bi-lingual education. We know that far too many of our students come to school ill equipped to be successful. COPE strongly believes that the early childhood program should be expanded to provide spaces for all four year-olds. As we understand it, there are presently 700 four year-olds who cannot be accommodated in the City's Pre-K program for lack of facilities and personnel. We must reach all at-risk youngsters, at as early an age as possible, with developmentally appropriate programs so that these youngsters do not begin the race 15 yards behind the starting line.

The civil disturbances in Mount Pleasant and Adams Morgan underscored what community activists have been saying for a long time. This City, especially its

governmental institutions, has not been in touch with its rapidly growing Hispanic population. The school system has an important and difficult responsibility -- to educate language minority students and help them become acculturated to their new country. The bi-lingual program must be supported to meet the needs of this growing population.

Finally, in talking about our priorities, COPE does not mean to suggest that all new initiatives cost a lot of money. Many important initiatives require little if nay new funding and can be undertaken by the school system today -- if there is the will to do so. Let me give you a few examples. First, a number of states have instituted updated alternative certification programs that have been very successful in inducing highly qualified people to become teachers. By reaching out to experienced people who lack the typical education credentials, many systems have been able to attract teachers for hard-to-fill slots, particularly in the areas of math, science, and bilingual education. The state of New Jersey is an excellent case in point.

Second, the restructuring of the current promotion and compensation system, which I touched upon previously, also does not entail a massive infusion of funds. And finally, the implementation of genuine school-based management requires real commitment -- not money. In this connection, we are encouraged that Dr. Smith

seems genuinely committed to giving principals and teachers greater responsibility and to holding them accountable for their work.

Mr. Chairman, I want to end on a positive note. As we said earlier, COPE believes that the time is right for affecting real changes in our school system. The D.C. Committee on Public Education is ready to work with Dr. Smith, Mayor Dixon and the City Council, the Board of Education, the Congress, and other interested groups to help make this the truly first-rate school system that we all know it can become.

That concludes COPE's presentation and we would be pleased to answer any questions you may have.

Mr. DYMALLY. Thank you very much, indeed.

Ms. Norton?

Ms. NORTON. Thank you, Mr. Chairman.

I'll ask Dr. Jackson to indicate your view of what the relationship would be of teachers to a principal who has greater management responsibility.

Ms. JACKSON. I believe if we are following the participatory management style that Dr. Smith refers to, that it would be a good working relationship because it does not mean, necessarily, that—the principal has the accountability for the school, and we understand that. But because teachers would be involved in the decision-making process, we believe that would be a good relationship. That's what we will be working toward.

Our main concern would be that we do have effective managers in order to make sure they understand consensus building and how shared decisionmaking operates.

We will be providing training for our staff members, teachers, that we represent, to make sure that they, too, can participate and share decision-making process.

Ms. NORTON. A subject you mentioned earlier to me, and that is about earlier retirement for teachers.

I'd like, in light of that concern, to hear your views on the apparent lack of competitiveness of this jurisdiction with surrounding jurisdictions in attracting teachers; apparently in part because of a lower wage scale.

What do you believe is the cause, if any, of the lack of competitiveness, and how would you treat that issue, especially if there were early retirement teachers who are already in the system?

Ms. JACKSON. Technically, because of the research that I've done on salaries and surveys, I happen to know, being a classroom teacher for so many years, that basically all teachers want increases in salaries, want to start out at a certain point. But our reason in this area is not the salary that people believe it is for attracting teachers.

First of all, we get people who are interested. People come in and they go through the basic training of our intern/mentor program and then they leave, and it's due to working conditions.

In the last 3 years I've studied the salary scale. We were number three in the Nation until we did not get a salary increase in the last year and a half, of course. Other jurisdictions received the salary increase and that brought them above the District of Columbia. Now we rank number six on a national scale. However, I see that as being due to the fact that we did not get an increase.

Usually, the school districts that we compare ourselves with, we would do it on a salary basis but we don't do it on the working conditions, like the lead being posted up front at the beginning of the school year for teachers the personnel that are represented—the practitioners. There's some law, I understand, here in the District, that cannot be done.

The fact about the substitute services—teachers want to spend their time with their class loads most of the time. What happens is, classes are doubled up. These are the conditions that people leave our school district on.

When you go for the interviews—I visited Prince Georges County when they did the big interview of recruiting teachers. I visited Montgomery County. I sat in on their sessions. The things that they were offering teachers more were not particularly the salaries but the conditions that teachers would work under when they entered into the school system. That's what I believe we need to work on in terms of recruiting and retaining teachers in the District of Columbia.

Ms. NORTON. Reference was made here about our attracting—or the ability other jurisdictions have shown to attract teachers who are not necessarily trained in traditional teachers' curricula.

I believe there are some Peace Corps volunteers teaching in the District of Columbia public schools and some highly trained people who ordinarily would not choose teaching, that have apparently begun to teach in schools around the country.

Does the union welcome such teachers to our own school system?

Ms. JACKSON. Certainly we do. But the union has a position—and it's not a union position because I'm a teacher trainer before I'm a union leader—and let me just put that in for the record, because what happened is, we have worked for 13 years in what we call—we have a Teacher Center Program. Those persons who come into the school system with other degrees in business who have been out in the business world, who have been in Teacher Corps, who have been in service, they come and we take them through a process of making sure that they have classroom management, making sure that they do the human relations programs, making sure that those adolescents, what we call the child development programs, are provided for those teachers. So the union does welcome that.

But we believe that we ought to have the training along with the educational courses along with their experiences in order to fit into the teaching mode, and that's due because we must learn developmental stages of children.

Ms. NORTON. You're not saying that they should go back to school and get education courses, are you? These are people who are coming into the system. Are you saying training, once they get into the system, in the way the system operates?

Ms. JACKSON. Yes; once they get into the system. See, we already have a mechanism set up for working with them in that area.

Ms. NORTON. Thank you.

One more question, Mr. Chairman.

Could you comment, Dr. Jackson, on the status of contract negotiations?

Ms. JACKSON. We believe we are ready to come to a closure. We have some considerations that we have discussed. The negotiating team had gone into recess for a couple of days, but there has been some discussion and we did meet yesterday to talk about some considerations that we could have made. We're a little uncomfortable with some of those but we'll discuss those with the superintendent and the negotiating team. Because one of the things that we believe is that working conditions are better in the D.C. public school system for the practitioners, then a lot of the things that the superintendent really wants to do, there would be no hinder and no position taken against the superintendent's programs by the union

leadership and will be able to work with membership in order to understand the changes that need to be made.

So we think we're going to be able to bring closure to the contract, but it has been over a year and a half now, and both parties are interested in resolving that. We'd like to be able to say that maybe next week we'd be able to report closure in the negotiating process, hopefully.

Ms. NORTON. Glad to hear of this smoother sailing, Dr. Jackson. Thank you, Mr. Chairman.

Mr. DYMALLY. I have one question, Dr. Jackson.

In testimony which you will be provided here later on, there's a claim, and I quote: "The official teacher workday for the District teachers is 7 hours compared to 7.5 hours in the suburbs. The instructional day for District children, many of whom need extra instructional time, is half an hour to an hour shorter than the day in the surrounding suburbs. With 12 years of school, this deficit adds up to 1 to 2 years less schooling for District children."

Ms. JACKSON. Are you asking me to comment on that?

Mr. DYMALLY. Yes.

Ms. JACKSON. We accept that claim, but we believe that there are some other things that must be taken care of before we consider. If the conditions are as bad as we would be able to enumerate at another time, then why do we believe more is better? Because what we would be getting is more of the same thing that's already in place.

With a plan and a program set up for instruction for students, we believe—and with compensation for that time—we believe that teachers would be able to accept that. Certainly, the union leadership would endorse this, but we would not endorse this without knowing how this time is going to be used and how it would have an impact on students. With a student program, with more instructional time, those are the kinds of things that we'd have to resolve.

Mr. DYMALLY. Mr. Fowler, what's your organization's position on the longer school year, on a longer school day?

Mr. FOWLER. I think I would essentially agree with Dr. Jackson, that it needs to be put into place as a part of an overall structure—educational structure. I think that it's important that we get the children in the classroom for the longer periods of time so that they are going to come out with an education that is comparable to the education opportunities that are being received in other school systems.

So we believe that just adding the school day is not adequate. It needs to be done as a part of a curriculum revision that I think Dr. Smith has in mind.

Mr. DYMALLY. In the school district, have you seen any progress with reference to the basic 24 recommendations made by COPE?

Mr. FOWLER. There has been some progress; yes. We are encouraged with Dr. Smith's initiatives that he has discussed with you, and we believe that with his leadership and with the strong support of the board that we have now, that there is an opportunity to make significant progress.

Mr. DYMALLY. You made reference to, and I quote: "Growing consensus of fundamental change in the system."

What kind of changes?

Mr. FOWLER. We're talking about the changes that—some of them Dr. Jackson has referred to—but if you'll go back, what we would like to see is better organization in school, a better management of the facilities that we talked about, the additional funding that needs to be brought to bear to fix the physical facilities, the support that was granted last year—we are very encouraged that the school system has been able to spend those funds very effectively.

But I think the key thing that is important is if you go back to the education 2000 initiatives, we would like to see that the entire community is involved and concerned about the educational process. So it is a systemic change that we believe is necessary. We think that the curriculum needs improvement, the length of the school day needs improvement, the physical facilities need improvement. We need better support for our teachers. We need to look at our support system so that these children come to school prepared to learn.

Mr. DYMALLY. In the interest of time, both Dr. Jackson and Mr. Fowler, we'd like to have the opportunity to send you some written questions.

[No further questions were submitted to the witness.]

Mr. DYMALLY. We thank you very much for your testimony and your presence here today.

Mr. FOWLER. Thank you.

Ms. JACKSON. Thank you.

Mr. DYMALLY. Ms. Norton has another commitment. Like most active Members on the Hill, she must serve many—we don't have masters here—many committees.

Ms. NORTON. Thank you, Mr. Chairman.

Mr. DYMALLY. Our final panel: Ms. Rice-Thurston of the Parents United for the D.C. Public Schools, and Mr. William Brown, D.C. Congress of Parents and Teachers.

Ms. Thurston, you testified last year, did you not?

STATEMENTS OF DELABIAN RICE-THURSTON, EXECUTIVE DIRECTOR, PARENTS UNITED FOR THE D.C. PUBLIC SCHOOLS; MARY LEVY, RESEARCHER/LEGAL COUNSEL, PARENTS UNITED FOR THE D.C. PUBLIC SCHOOLS; AND WILLIAM H.L. BROWN, PRESIDENT, DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS:

STATEMENT OF DELABIAN RICE-THURSTON

Ms. RICE-THURSTON. We did, sir.

Mr. DYMALLY. Yes, indeed. Go ahead.

Ms. RICE-THURSTON. Thank you.

We have, as I am told, 15 minutes. I would appreciate it if I could divide it between myself and Mary Levy, our legal counsel.

Mr. DYMALLY. Indeed.

Ms. RICE-THURSTON. Thank you.

Congressman Dymally, members of the committee, I am Delabian Rice-Thurston, executive director of Parents United for the D.C. Public Schools.

We thank you very much for your interest in our school system and for our invitation to participate in this hearing.

Parents United's membership is over 1,500 volunteers and parents as well as parent organizations from about 134 of our 175 D.C. public schools.

We organize and educate parents about the school system. But more importantly, for the last 10 years, we have conducted research and maintained significant data on our D.C. public schools. Our testimony is based on that data.

Our statement is framed in the context of the America 2000 proposal, and its six national goals that were developed and adopted by the President and Governors.

We've divided it into basically those things which our school system is doing well, and those things on which we need to do a lot of work.

On those things that we have done well; the learning environment for children in learning readiness, and having a disciplined environment in our D.C. public schools.

I'll start with early childhood education. Our school system has one of the most extensive early childhood education programs in this country. We have a full day of kindergarten and prekindergarten available to most 4-year-olds who wish to enroll. We have extensive Head Start for 3-year-olds. We're expanding these programs—that no other city in our country, we think, has a program that's as close to ours in scope. The quality of our program is not sufficient but our system is working diligently to improve it.

For example, we've added full-time aides and our pupil/teacher ratio in the early grades—early childhood—is 10 to 1. We have a budget that includes equipment and supplies so that those classrooms are up to standard.

We are very pleased that we are looking at developmentally appropriate education for our young children. We have about four demonstration schools. We are retraining our teachers in early childhood and our principals so that instead of the complaints that we are often hearing about children at young ages sitting at desks and really learning, which turns them off; we are really doing developmentally appropriate education now.

Early childhood is something that we are very proud of in our system.

Our school discipline is another area in which we are very proud. Please, don't jump. In spite of the incidents that you hear about, in spite of shootings that take place outside of our schools, within our buildings discipline is quite strong, and most of our principals are chosen because they're very good at maintaining order. If you've ever gone to visit a school and you come upon a principal in our D.C. public schools you'll know that aura is very much with them.

Security aides are present in all of our secondary schools and in most of our elementary schools. We're using metal detectors, which, don't worry, parents absolutely hate the idea that they're needed. But in those schools in which we do find that they're needed, we are using metal detectors.

Mr. DYMALLY. Have they been effective in identifying weapons?

Ms. RICE-THURSTON. It is our understanding that they have been. Moreover, we are also told that our principals need periodic checks, particularly at the secondary level, of students' lockers. We have seen displays of the kinds of things that they found in students'

lockers. As a parent, it's terrifying—and they're not all guns. A gun gets you at a distance. That's the horror of it; it also tears you up. But there have been knives, there have been other kinds of things that children have had in their lockers.

They have found illegal substances in children's lockers—it's true. But they find them, and there is a concerted effort to do this. We want safe schools. We are very pleased that our school system is looking at this realistically. They have not jumped on the bandwagon—everybody has to go through a metal detector regardless of the real nature of that school. We take it step by step, we key it to the school. As parents we're very pleased with this.

We're even more pleased that the school system is going to the basics of children and how they think. We have many effective mediation and conflict resolution programs operating in our schools. That's one of the things that we think will help children and teachers who deal with children—children who have conflicts with teachers work with each other far better.

Our problem, however, is what happens outside of schools. We know that conflict resolution needs to expand. We know that we need to teach more basic values and I guess what we would call old-fashioned civilized behavior; how you have disagreements with each other, but don't go to blows. We need to work on that.

We need to improve the presence of parents and responsible adults in our schools. We need to stop the proliferation of guns.

Gentlemen, ladies, that is your responsibility, ours as a country; we as a city can do very little about that. You have to help us.

Our real failings, unfortunately, come in the area of educational outcomes. We have a long way to go. But as you could tell with our new superintendent, we are well on our way. Our test scores are low, particularly at the junior and senior high school levels there has been very little improvement.

Absentee and dropout rates haven't really changed—they're very high.

But we can also say this: For those students who do graduate, after graduation, 71 percent of them are either in a trade program for postsecondary learning or in college.

Mr. DYMALLY. Seventy-one?

Ms. RICE-THURSTON. Seventy-one percent, indeed.

As a matter of fact, I wish more of our students who dropped out understood what they're missing, because if they stay in, they succeed. Many of our students are in very fine academic programs in some of our Nation's best colleges and universities.

We know, however, from our local college, the University of the District of Columbia, that many of our students have serious educational deficiencies.

We must meet these by making massive changes, and these are some of the ways we're doing it.

We must negotiate a new teacher contract to deal with teacher quality so that we can retain high-quality teachers. Right now, our salaries are completely noncompetitive—they are 7 to 12 percent less than suburban salaries.

We must dismiss nonperformers. We must treat the remaining teachers who are of good quality fairly and respectfully. Currently,

we neither pay them, we do not evaluate them, and we do not treat them respectfully.

At the same time, we must lengthen our teaching day. it is not acceptable to say, well, if we're just going to do what we did before, we should do less of it. We will not do what we did before and we will do more of it well.

The applicant pool for teaching positions has been very small. We attract two applicants for every position. In our surrounding jurisdictions they attract 9 to 15 applicants per job. We want to do that. We want to be able to say "no" to people we don't want.

We also want you to understand that when you look at our teaching salaries, you are looking at an aging teaching force of senior teachers. That's why it looks like we pay people so much. But if you have looked at our data, which we will submit to you, you will see that it is simply because we have older teachers—not because we're treating them well in salaries.

Collective bargaining has been under way for months. As a matter of fact, teachers worked all last year without a contract. It is essential that the contract be defined—that there be a half an hour longer day for our teachers so that we can lengthen the school day for children. Under pressure, our union has resolved bargaining differences with our system at the expense of children, by saying, we'll take less money and we'll teach fewer days, and we won't have an extensive evaluation process. We want you to help us end that cycle.

We must remake our instructional program Special education, language minority students, science and math are not up to national standards; they're not up to parents' standards here. We lack resources. When we get those resources, as happened this year, they are often taken away.

For example, we had transition teachers at the junior high school level. They do developmental teaching of reading and math. That means you don't assume a child already knows how to read; unfortunately, you can't at the junior high school level for some of our students, you need a special teacher. All of those people were pulled back as part of cost savings and put back into elementary classrooms. We've lost them.

We have serious needs for language minority students.

But moreover, whatever we do we must improve our instructional program and increase our expectations. Low expectations and lack of standards are really our basic flaw. We have started many initiatives from the top down by adding layers of instructional support, layers of people to monitor. All we have gotten is more administration. Right now we are very pleased with some of the initiatives of our superintendent. First, a curriculum audit. He is going to look at what we are doing. He is having outsiders come in. They will be interviewing school personnel and parents.

We are very excited about this opportunity to see what our school is doing, so that outsiders will tell us how we can modify it.

Ms. Levy?

Ms. LEVY. Before I continue the statement with the six major areas where we are looking for big changes, I do want to call to your attention a separate document which we submitted with our statement which has, for those of you who like numbers, the "how

mans" and the trends over recent years in what has happened with things like enrollment, numbers of special education students, what the beginning teachers' salaries actually are, what the test scores have actually been.

Mr. DYMALLY. Without objection, that will be entered into the record.

Ms. LEVY. Thank you. As Ms. Rice-Thurston said, we are looking to a different approach in improving our curriculum and instructional delivery. We want to see the kind of local school autonomy that Dr. Smith talked about this morning. This has actually been something that the school system has been claiming to do for the last few years. There has been a lot of lip service but nothing has happened.

We have one purchasing program which has helped a lot, but we have had no real yielding of authority yet from central offices to local schools, nor have we had anything happen in terms of getting principals at the local schools to engage in shared decisionmaking. We think this is going to be necessary because we have already seen that top-down doesn't work.

Despite our disappointment with past performance, we are very impressed with Dr. Smith's start, and we believe he is going to do it—it is going to be a very nasty conflict-filled process. We intend to support him fully in it.

On the subject of facilities—facilities aren't in America 2000's six goals, but we think that is because it didn't occur to anybody who was making them up that anybody could possibly require children to spend time in facilities like ours. We have laid out in our testimony and also in a report, our latest report on facilities condition that we sent to this committee last June when we did it, the kinds of things we found: 11,000 fire code violations, typical schools, many of which we have seen ourselves. They have the exit doors chained shut because otherwise they would fall down or else they won't close at all, so anybody at all can come in. We have lots of missing fire doors, lots more that are defective. We have all over the city window frames that are so rotten that they nail the windows shut. We have incident reports of teachers and children who have been hit by failing windows. The bathrooms are disgusting. The roofs leak.

Now, as came up with you earlier today, Congress for the current fiscal year, the one that is just coming to an end, gave the school system $12 million to make facilities repairs. We are very grateful to Congress for having done this. We are also grateful for the kind of interest that both this committee and Chairman Dixon's committee have taken. You have been a big help.

We have been monitoring what is going on with that money. I have actually been out to a number of schools taking pictures for a before and after. We have been following the progress reports. Happily, we have at last a highly competent facilities management operation. They are getting things tucked into place. We are seeing some of those repairs already done. We believe that if they can get two things they are going to keep it up. One of those is that they need additional capital funding, and Parents United has threatened to sue the city. We are trying to get the city to commit capital funding for major repairs because so much more is needed. The

second, and nobody pays enough attention to this, is that ongoing maintenance has been underfunded for decades. Still is. Unless they keep up with the small things, they are going to continue to have massive repair problems.

We believe at this point that money is the major obstacle to making the schools safe and habitable. We need an adequate and stable budget. We have had budget cuts and the kinds of savings that Dr. Smith talked about in down-sizing central administration. We should be very clear about where they are going. They are not going to the classroom. They are going to Lorton and they are going to the city's deficit, because that money has already gone. They are making moves to do that.

Some of these cuts are not all they are touted to be. They have caught up classroom and local school positions along with the central administration positions and passed them off as central administration. They have also fired some of the wrong people. I think we should all anticipate some newspaper stories about how they are going to rehire some people. They should do that.

Nonetheless, on balance, when you put it together they have already done—Dr. Smith has done what nobody else in the city has done. He has actually taken some steps to cut middle level management.

The final thing we see as being necessary for the kind of change that will enable us to meet all those outcomes, goals, in America 2000 is leadership, because without leadership we aren't going to do it. In that regard, we are very encouraged. We have nothing but praise for Dr. Smith and all he has done and the way he has approached problems. We truly believe that if he receives the support of the community and the support of parents and the board, that this school system is going to become what it could become, which is a model urban system.

I think if you put it all together, there is a lot to be discouraged about. I mean the past few years the school system performance in many ways has been pretty dismal, and we know that we lose far too many children. On the other hand, we see a lot of reasons to be hopeful. Dr. Smith is a reason to be hopeful. COPE and the new interest of the business community is a reason to be hopeful. We are getting, really, some very positive attention from Congress. For the most part, Congress has been supportive without interfering, and we are very pleased with the interest.

Despite all the terrible working conditions and the low salaries and the frustrations, we have some teachers and some principals who couldn't be beat anywhere. We have some absolutely wonderful people. Finally, we have wonderful children. We don't hear enough about the thousands and thousands of kids in this school system who show up at school almost every day, who study hard, who behave themselves. They go through and they graduate, and they become productive citizens. We are very proud of them, and we would like to see their ranks expanded. We truly believe this can happen.

Mr. DYMALLY. Thank you very much, indeed.

[The prepared statement of Parents United with attachments follows:]

Parents United for the D.C. Public Schools

1400 'Eye' Street, N.W. ◻ Suite 450 ◻ Washington, D.C. 20005 ◻ (202) 289-4988

STATEMENT OF PARENTS UNITED FOR THE D.C. PUBLIC SCHOOLS

BEFORE THE U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON THE DISTRICT OF COLUMBIA
SUBCOMMITTEE ON JUDICIARY AND EDUCATION

Thursday, September 26, 1991

Mr. Chairman, members of the Subcommittee, Parents United thanks you for your interest in the District of Columbia and its public schools, and for the opportunity to participate in this hearing.

Introduction

Parents United is a nonprofit research and advocacy organiztion founded in 1980 to improve public education in the District of Columbia. It is run entirely by parents of children in the D.C. Public Schools. Its membership includes over 1,500 individual volunteers, as well as parent organizations representing about 130 of the District's 175 local schools.

In addition to organizing and educating parents about the school system and engaging in advocacy on financial and educational issues on behalf of public school parents, we have done research and maintained data on the D.C. Public Schools for the last 10 years. Today's testimony is based both on our research and on our experience and knowledge as public school parents.

Parents United periodically issues research reports on important current topics. We have brought with us our latest report on the condition of public school facilities. We are

working on analyses of the number and distribution of public school teachers, downsizing of central administration, and recent measures to balance the D.C. Public School budget. We are also preparing an overall assessment of the state of the public schools, to be made available to our new Superintendent, to public school parents, and to all others concerned about the schools, including this Subcommittee. Because of their relevance to this body's questions, we have attached to our statement, the basic statistical tables from that assessment about the D.C. Public Schools.

America 2000 Goals

We wish to make our statement today against the backdrop of the goals of America 2000, the national goals for education developed by the President and the Governors. According to these standards, by the year 2000:

- all children will start school ready to learn with the necessary developmentally appropriate early childhood programs;
- the high school graduation rate will increase to at least 90 percent and the gap in graduation rates between minority and non-minority students will be eliminated;
- students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every schol will ensure that all students learn to use their minds well for further learning and productive employment in a modern economy;
- U.S. students will be first in the world in mathematics and science achievement, with substantial improvements in the quality of math and science education in the early grades, in the number of teachers with strong

math and science backgrounds, and the number of women and minorities completing undergraduate and graduate degrees in math, science and engineering;

- o every adult will be literate and will possess the knowledge and skills necessary to compete in a global economy;
- o every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.

In activities to achieve two of these goals, learning readiness and a disciplined environment, the D.C. Public Schools are well along.

Early Childhood Education

The District has one of the most extensive early childhood education programs in this country. A full day program is available to most -- though not all -- four year olds seeking to enroll and Head Start covers many additional three and four year olds. Enrollment in pre-kindergarten rose from 2,809 in 1980 to 3,646 in fall of 1990, and by March of 1991, individual school reports indicated an enrollment of about 3,900. However, at least 1000 children in need of early childhood programs do not participate. Expansion is necessary -- but we know of no other city with a program that comes close to ours in scope.

In the judgment of the experts retained by the D.C. Committee on Public Education (COPE), quality of the programs is insufficient, but the school system has been working diligently to improve it. The system has added full-time aides, bringing the pupil/adult ratio down to the approved 10/1 and has budgeted equipment and supplies to bring all early childhood classrooms to

acceptable standards. Many classes need to become more developmentally appropriate, but the system has undertaken significant training for early childhood teachers and for all elementary school principals, and is now running four schools as demonstration and training centers. Early childhood is a real bright spot in D.C. Public School accomplishments and if current progress continues, the District can meet this first goal by the year 2000.

Disciplined Environment

Despite periodic incidents generating massive publicity, D.C. Public Schools are safe and orderly inside. Order seems to be the one accomplishment that principals must demonstrate, and most are very good at it, as are most school staff members at every level. Our new superintendent, Dr. Franklin Smith, has pledged to "provide a safe, secure, and appropriate learning environment in all our schools," and has shown himself sensitive to security needs.

The school system has greatly increased its security workers in recent years, and now has security aides at all secondary and most elementary schools. Metal detectors are now being used at several schools that feel the need for them, and have been used at events such as basketball games for a long time. We expect use of such equipment to expand as schools request it. In addition, several effective mediation/conflict resolution programs have cut down on incidents among students at those schools fortunate enough to have them.

4

What happens outside schools can be another matter. Grounds of many schools are open, and where fences are in place they are subject to frequent and thorough vandalism. Guns are freely available and widely distributed throughout the city. Massive numbers of police or electrified barriers would be required to secure the perimeters. We would prefer to see expansion of conflict resolution programs, expanded teaching of basic values and standards of civilized behavior, increased parental and neighborhood adult presence. But we also need to stop the proliferation of guns. Disarmament, unfortunately, cannot be accomplished by the District alone, and we plead with you, the Congress, to do your part.

Educational Outcomes

The remaining four goals of America 2000 involve educational outcomes, mostly at the end of schooling. The District has a very long way to go to achieve these. As indicated by our table -- D.C. Public School Outcomes at a Glance -- test scores of all kinds indicate a prevalence of low achievement, especially at junior high and high school levels, and there has been little significant improvement over the last decade. Absentee and dropout rates have not really changed and are very high.

For those who graduate, post-high school indicators vary. Six months after graduation, 71% of D.C. Public School graduates report being in college or other post-secondary training and most of the rest are gainfully employed. There are D.C. Public School graduates at virtually all of the top rated universities and

colleges in the country, and many of them compile fine academic records. On the other hand, we are reliably informed that the military and the University of the District of Columbia find serious deficiencies in the educational skills of some graduates and that UDC has to provide extensive remedial programs before students can handle the most elementary college work.

For the District to meet these outcome goals, massive change will be necessary. We believe that the most important areas are improvement of the quality of teacher performance and instructional programs; more autonomy for local schools coupled with less extensive but more effective central management; repairs and improvements to make facilities suitable, safe and habitable; a stable and adequate budget; and responsible and creative leadership.

Teacher Quality

If the District is to have quality education, it must recruit and retain high quality teachers. This means that it must offer teachers competitive salaries, evaluate their performance effectively, dismiss non-performers, and treat the remainder fairly and respectfully. Currently it does none of these.

Teachers in the District of Columbia, during most of the last decade, have received salaries 7-12% less than those of their suburban counterparts with similar education and experience. At the same time many working conditions -- facilities, supplies, equipment, physical security around the school -- have been poor, and treatment of many teachers by the personnel

bureaucracy has been hostile and inept, at every step from application to retirement. The applicant pool for teaching positions has been very small: typically two applicants per position compared to 9-15 applicants per position in the suburbs, so that the system cannot be selective in teacher hiring. District schools have a very senior teaching force, many of whose members will retire within the next few years. The quality of their replacements will affect education for a generation to come--making recruitment ability essential to meeting the America 2000 goals.

Retention of good teachers is also a major concern that suffers from the District's low salaries and frustrating working conditions. Good teachers are being lost to suburban schools and private sector jobs.

Collective bargaining has been underway for months for the three-year teacher contract for the period October 1, 1990 to September 30, 1993. The school system's demands include a longer teacher workday (which would permit the instructional day to be as long as that in the suburbs) and return to the Superintendent of final authority to set the teacher evaluation system. The Union is demanding substantial salary increases. To increase the District's teacher and principal salaries to the <u>average</u> levels paid in the suburbs <u>this year</u> would cost about $36 million. To match the highest paying suburban districts would cost $57 million.

7

Parents United believes that such salary increases are essential to recruiting and retaining good teachers, but we also believe that they must be contingent upon a longer work day and better evaluation system. The official teacher workday for District teachers is 7 hours, compared to 7.5 hours in the suburbs. The instructional day for District children, many of whom need extra instructional time, is half an hour to an hour shorter than the day in the surrounding suburbs. Over 12 years of school, this deficit adds up to one to two years less schooling for District children.

In addition, the teacher evaluation system in the D.C. Public Schools is ineffectual and unsatisfactory to individual teachers, principals and parents. Non-performing and abusive teachers are almost never removed from the classroom. If dissatisfied principals and parents apply sufficient pressure and ingenuity, an unsatisfactory teacher may be transferred to another school; sometimes nothing works.

In recent years, under pressure from City officials, the school system and the teachers union have resolved their bargaining differences at the expense of the children. Neither side believes -- on the basis of experience -- that the City will fund comparable pay, so in exchange for low salaries, teachers get a shorter required work day and an ineffective evaluation system. This cycle cheats children and we must break out of it.

The increase in the federal payment to the District recently enacted by Congress would make the necessary funds

available. We have also identified new tax sources in the District that would permit the award of comparable salaries to teachers and principals in exchange for the longer workday and restoration of control over the teacher evaluation system. But the District Government must be willing to provide the funds, and contrary to past practice, the Board of Education and Superintendent must insist on funds from the City and concessions from the Union.

Instructional Programs

Despite years of complaints, and even legal actions, the District still has serious inadequacies in special needs programs:

- **Special Education.** This entire area is undoubtedly underfunded, but has suffered serious management deficiencies as well. Numerous disabled students are not served by public school programs. This deficiency costs the District millions of dollars for private school placements. Students whose parents do not have lawyers and are in inadequate programs or no program at all cost the District later in welfare, prison and loss of human potential and productivity. Since federal law is expanding the required public school coverage for three year olds, the fiscal requirements will grow next year.

- **Services for language minority students.** Students without English language proficiency are entering the school system faster than it can provide teachers and aides to teach them English and prepare them to compete effectively in the classroom. A number of these students have little education in their own language and have substantial need for remedial work even apart from English language skills. Some funding for teachers, aides and texts -- inadequate -- was been added in the last few years but was then diverted to other parts of the system.

- **Dropout prevention and recovery.** The D.C. Council has raised the compulsory attendance age to 18 or high school graduation, meaning more 16 and 17 year-olds--

many with poor education skills -- need to be served. Now more than ever, there exists a need for programs to recover dropouts and interventions that prevent early school leaving.

- **Literacy and job skills training.** With the implementation of the Family Support Act of 1988, education and training must be made available to young custodial parents receiving welfare who do not have a high school diploma or GED. Their children will also need quality child care, whether of school age or pre-school care. This means that our secondary school, adult education, and jobs skills and early childhood programs will be taxed as never before and will be in need of strengthening for some of the neediest and hardest to serve.

- **Math and science equipment and computers** are in short supply at schools of all levels and the quality of many programs needs to be enhanced. The District does not have the caliber of math and science magnet programs available in the suburbs and suffers by comparison on national tests and in competitions.

- **Summer School.** Summer school was significantly curtailed this year, and additionally suffers from being merely an extension of instructional approaches that have not worked during the regular school year. Our children need expanded opportunities for enrichment if they are to be competitive.

The overall instructional program in the D.C. Public schools <u>in practice</u> also suffers from low expectations and a lack of standards. On paper, the Competency Based Curricula set clear and detailed expectations and standards, but too often teachers and school officials <u>act</u> on low expectations. Moreover, official standards are often disregarded, especially in the secondary schools. The District has attempted unsuccessfully to raise standards and performance for teachers and children through a huge bureaucracy of supervisors, trainers, directors, coordinators, and other central office "instructional support."

BEST COPY AVAILABLE

Clearly, this "top down" method has failed. For that reason we strongly advocate the proposals of COPE and of Superintendent, Smith: perform a curriculum audit (already underway), remake the curriculum and instructional delivery systems, cut the central bureaucracy, reorient it to providing services, and give local schools the autonomy and the resources to do a better job.

Local School Autonomy and Downsizing of Central Administration

Several years ago the school system adopted a policy of "school site based management," while promising to cut central bureaucracy and improve provision of services to local schools. The school system has taken two significant steps in this direction. First, local school custodians, cafeteria workers and security aides were put under the supervision of the principals of their buildings. Second, schools in the Direct Activity Purchase System (DAPS) can order school supplies and materials and contract for minor repairs directly with vendors, paying from special accounts for which the principal has the checkbook. DAPS will soon embrace all schools. It has been enormously useful to those principals who have taken advantage of it, and is being carefully and responsibly monitored to prevent abuses.

Unfortunately, despite all the lip service, DAPS represents the only power that the central bureaucracy has yielded to local schools. Central administrators, clinging to jobs, power, and "turf," continue to issue more directives and demand more paperwork than any local school can possibly handle, especially since they have little clerical help. Meanwhile, centralized

48-495 - 93 - 5

services, particularly in the all-important areas of staffing and personnel, are intolerably bad.

Moreover, an important element in school site based management is the presence of shared governance within local schools. In this regard, the school system has not acted at all.

Superintendent Smith has promised to reverse this situation with drastic changes in organization and distribution of authority. We fully support him in this resolve, and urge that you, too, support him in what will be a difficult and conflict-filled task.

Facilities

Facilities are not mentioned in the six America 2000 goals-- but it probably did not occur to the President and Governors that any jurisdiction would require children to spend time in facilities as poor and as dangerous as ours. The new and highly capable leadership of the school system's Facilities Management division, with special funding provided by Congress, has made significant progress in performing basic repairs that had been deferred for decades. Nonetheless, the backlog is so massive that the overall condition of the District's public school facilities is still abysmal.

As of last June, a Parents United report,[1] based on review of over 10,000 pages of official documents shows:

- The number of Fire Code violations found by D.C. fire inspectors has risen from an average of 45 in 1989 to a 1991 average of 73 per school building. The Fire Department found over 11,000 violations in 152 schools inspected.
- Violations typically include faulty fire alarms, missing or defective interior fire doors, locked exit doors, missing or inoperative fire extinguishers, defective boilers, and unsafe electrical conditions.
- In 1990 alone, there were 43 fires at D.C. public schools.

The typical District of Columbia school exhibits exit doors chained shut so they won't fall down or admit intruders, missing or defective fire doors, absent or inoperative fire extinguishers, rotted window frames with windows either nailed shut or on the verge of falling out, antiquated bathrooms, a leaking roof, treacherous floors, no air conditioning, and substandard electrical, plumbing, heating and ventilation systems.

In the last few months, with one-time only funding provided by Congress ($12 million) and the District's capital budget ($34 million), the school system has make significant progress in

---

1 Parents United has obtained the pro bono services of a prominent law firm to investigate legal redress for children forced to spend six hours a day in facilities rife with safety and health hazards. The firm has compiled periodic reports on facilities problems based on official documents obtained under the Freedom of Information Act. The last report, dated June 13, 1991, was sent to the Subcommittee, and we are providing an additional copy today. Attachment A includes the summary section.

BEST COPY AVAILABLE

initiating a number of major repairs. The school system has also prepared a good plan for systematically eliminating Fire Code violations and preventing their recurrence, and has eliminated several thousand minor violations, though major violations persist, particularly those whose correction requires major funding -- e.g., door replacements, electrical system renovation.

The D.C. Committee on Public Education and Parents United have been monitoring progress on all this work. School system officials have been candid about the deficiencies, and are taking initiative in a competent and responsible way to correct them, insofar as resources are available. We believe that at this point the major obstacle to making schools safe and habitable is funding for additional repairs and for ongoing maintenance. Can any of us live with the consequences of a fire where children are killed because they cannot get out through defective exit doors?

We are appreciative of the interest that Congress has taken in this area, and beg your continued support.

Adequate and Stable Budget

As the above discussion makes clear, the D.C. Public Schools are desperately in need of a major infusion of money for teacher salaries and basic repairs to facilities. Instead, because of the District's fiscal crisis and a perception among District officials that the public schools are not using funds efficiently, the D.C. Public Schools have suffered a series of budget cuts: a $8 million rescission in FY 1990, and a rescission of $11 million in FY 1991.

Everyone, including our new Superintendent and the Board of Education, agrees that "downsizing" of the school system's central bureaucracy is needed, and that the school system needs to direct and account for its budget more effectively. The public school budget has already been cut in anticipation of such measures. In fact, the budget cuts already effected amount to more than outside estimates of savings available through downsizing and other efficiency measures.

The school system's initial response to these cuts largely left central bureaucracy intact and cut teaching jobs, summer school, and program improvements such as funding classroom aides in the month of September, hiring mental health workers for the Comer program, and hiring ESL teachers for students who do not speak English. Indeed preliminary results of analyses still in progress indicate that central bureaucracy increased in the last two or three years.

Dr. Smith, however, has now enacted two major directives abolishing central office jobs. They are imperfect: he has mistakenly included some local school jobs wrongly presented to him as central office functions, and several of the system's most capable and necessary officials have received the pink slips from the Reduction in Force. Some positions will have to be restored and some persons rehired. Nonetheless, Dr. Smith's actions will effect a real reduction in central office jobs and will cut the payroll, and he is to be commended.

It is important to understand, however, that none of the central office savings can be redirected to local schools. This money has already been taken from the school system and is being redirected to the District's prisons and its deficit. The combination of funding reductions and poor school system management has disrupted local school programs and faculties. The widespread fear of teacher RIFs has aggravated the demoralization caused by poor material working conditions and insensitive central management. What is needed for effective education is better management and new funding for basics -- teachers and facilities -- together with stability in funding.

Responsible and Creative Leadership

If we looked at the past alone, we would find prospects exceedingly depressing for our schools and our children. But we are greatly encouraged by the arrival of Dr. Franklin Smith, our new Superintendent, by his candor in assessing the school system's problems, by his specific objectives and plans for improvement, and by the way in which he is reaching out to all the communities that need to be involved in revitalizing the District's schools. We believe that he will provide the leadership we need, and that the Board of Education will support him. We urge Congress to listen to him, and to support and encourage him.

Conclusion

We, as D.C. Public School parents, want what Congress and the Administration want -- improved education to achieve a higher

quality workforce, greater independence for low income families and access to better education for their children, greater choice in the types and quality of our schools, and greater accountability for our schools and teaching staff.

Despite the discouraging overall record of the recent past, and all the obstacles we face in the future, we see reason to hope. We are encouraged by our new Superintendent and the positive achievements of school system leadership in areas like early childhood education. We are encouraged by the increasing desire for involvement by business, community and federal officials, and by the fact that individual parents, even when spurned by school system officials, have insisted on being involved. We are encouraged by the continuing presence of many dedicated principals, teachers and other school employees who ignore obstacles and frustrations and poor pay and dedicate their lives to helping children. We are encouraged by outstanding programs like Jefferson Junior High School and the Bell Multicultural High School, which succeed with the District's most disadvantaged students. Finally, we are encouraged by the thousands of children -- of whom we hear too little -- who attend school regularly, study hard, behave well, and eventually graduate as educated and productive citizens. We need to do much more to support them, and to expand their ranks.

Thank you.

DC PUBLIC SCHOOL STUDENTS
At A Glance

Student enrollment Fall 1990

Pre-kindergarten	3,646
Kindergarten	6,407
Grades 1-6	38,521
Grades 7-9	15,789
Grades 10-12	13,963
Total	80,694
Private/parochial schools	13,423

Racial/ethnic breakdown Fall 1990

Black	89.8%
White	3.9%
Hispanic	5.2%
Asian	1.1%

Low income elementary/middle school students January 1991
(eligible for free/reduced price lunch)

No. students	32,067	=	63% of students
No. schools 40%+	90	=	76% of schools
No. schools 60%+	72	=	61% of schools

Language minority students SY 1989-90

Total	6,350	=	7.9%

Special education students SY 1989-90

Total	6,153	=	7.6%
In special ed schools	881		
Private placements	378		

Standardized test scores May 1991
(CTBS total battery -- median percentile)

Grade 3	62
Grade 6	58
Grade 9	42
Grade 11	38

SAT scores SY 1989-90		No. pts below nat'l aver
Verbal	334	- 88
Math	368	-106

Elementary promotion rate SY 1989-90

1st grade	84.5%
2nd grade	88.1%
3rd grade	89.2%
4th grade	89.7%
5th grade	89.3%
6th grade	93.2%
Total	88.7%

Attendance SY 1989-90

Elementary	92.5%
Junior high	87.0%
Senior high	84.9%
Systemwide	90.1%

Dropout (attrition) rate over four years
Class of 1990 45%

TRENDS IN THE DC PUBLIC SCHOOL ENROLLMENT AND OUTCOMES
At A Glance

Student enrollment	Fall 1980	Fall 1990	Trend	
Pre-kindergarten	2,809	3,646	up	30%
Kindergarten	5,876	6,407	up	9%
Grades 1-6	44,072	38,521	down	13%
Grades 7-9	22,565	15,789	down	30%
Grades 10-12	16,558	13,963	down	16%
Total	100,049	80,694	down	19%
Private/parochial schools	13,423	20,197	down	34%

Racial/ethnic breakdown	Fall 1980	Fall 1990	Trend
Black	94.5%	89.8%	down
White	3.7%	3.9%	up
Hispanic	1.3%	5.2%	up
Asian	0.6%	1.1%	up

Low income elementary students
(eligible for free/reduced price lunch)

No. students
No. schools 40%+
No. schools 60%+

Language minority students

	SY 1984-85	SY 1989-90	Trend
Total	4,485 = 5.1%	6,350 = 7.9%	up 42%

Special education students

	SY 1984-85	SY 1989-90	Trend
Total	7,394 = 8.4%	6,153 = 7.6%	down 17%
Special ed schs	992	881	down 17%
Private placement	421	378	down 10%

Standardized test scores (CTBS total battery -- median percentile)

	Old form		New form		
	May 1980	May 1986	May 1988	May 1991	Trend
Grade 3	43	60	57	62	up/static
Grade 6	42	55	51	58	up?
Grade 9	27	47	41	46	up/static
Grade 11	NA	31	33	38	up

SAT scores	SY 1980-81		SY 1989-90		Trend
		No. pts bel nat'l aver		No. pts bel nat'l aver	
Verbal	323	-101	334	- 88	??
Math	359	-107	368	-106	??

Elementary promotion rate	June 1985	June 1990	Trend
1st grade	87.1%	84.5%	
2nd grade	91.8%	88.1%	
3rd grade	92.8%	89.2%	
4th grade	94.2%	89.7%	
5th grade	95.6%	89.3%	
6th grade	98.0%	93.2%	
Total	93.0%	88.7%	*

* Promotion requirements changed

Attendance	SY 1983-84	SY 1989-90	Trend
Elementary	91.8%	92.5%	static
Junior high	86.8%	87.0%	static
Senior high	83.3%	84.9%	up?
Systemwide	88.7%	90.1%	??

Dropout (attrition) rate over 4 years

Class of 1984 43% Class of 1990 45% static

DC PUBLIC SCHOOL TEACHERS & FACILITIES
At A Glance

Instructional time Fall 1990
(lunch & recess excluded)

		D.C. compared with: Suburban districts
Instruc'l day/ele	5 hours	5-6 hours Same/shorter
Instruc'l day/sec	5 hours	5.5-6 hours Shortest
Instruc'l year	180 days	180-185 days Same/shorter

Teacher salaries 1990-91*

		Suburban districts
Minimum	$23,305	$24,500-27,215 Lowest
Maximum	$48,175	$48,884-57,128 Lowest

Principal salaries 1990-91*

		Suburban districts
Minimum	$44,880	$45,238-59,252 Lowest
Maximum	$67,350	$73,617-83,842 Lowest

Required teacher workday
1990-91 7 hours — Suburban districts 7.5 hours Shortest

*Negotiations for increases underway depending on Board/Union agreement and City Council approval

Teachers by sex 1990

Female	79%
Male	21%

Teachers by race 1989

Black	93%
White	5%
Other	2%

Number of "teacher" positions FY 1990-91

Teacher	6,310
Librarian	180
Counselor	360
Psychol, soc wrkr, attend officer	127
Miscellaneous	70
Total	7,038
Perm/approp bud	6,633
Temp/approp bud	248
Temp/fed bud	157

Number of schools/programs SY 1990-91

Elementary school	115
Middle school	2
Elementary/Jr high	2
Junior high	25
Comprehensive SHS	11
Specialized SHS	6
Career develop/other	6
Special education	6
Adult ed	11

Number of buildings Fall 1990

Housing reg students	171
Housing adult students	5
DCPS admin/support	15
Other (leased, etc)	8
Total	199

Buildings w/ major deficiencies 1989

Roof leaks	67%
Plaster falling	80%
Rotted window frames	70%
Defective exit doors	83%
Missing/defective fire doors	70%
Electrical problems	64%
Plumbing problems	96%

Age of buildings w/ students Fall 1990

		Cum %
90 years +	13	18%
70-90 years	19	18%
50-70 years	51	48%
30-50 years	40	71%
less than 30	51	
unknown	2	

Fire Code violations 1990 & 1991
11,000 violations in 152 buildings inspected
Average: 73 per facility

BEST COPY AVAILABLE

DC PUBLIC SCHOOL BUDGET AND FINANCE
At A Glance

DCPS operating budget FY 1991
(in millions of $$)

District revs	$517.6*	89.3%
Federal progs	58.7	10.1%
Other sources	3.6	0.6%
Total	$579.9*	

*Excludes pay increases (not yet negotiated), one-year special appropriations of $22 M for repairs, and proposed rescission of $10 M

			Compare		Trend
DCPS actual expenditures FY 1990					
(in millions of $$)			FY 1985		
District revs	$497.1	89.9%	$345.6	88.7%	up
Federal progs	52.8	9.5%	39.5	10.1%	down
Other sources	3.3	0.6%	4.5	1.2%	down
Total	$553.3		$389.6		
Categories of DCPS budget FY 1990			FY 1983		
Local school instruction		63.9%	62.8%		similar
Facilities		15.2%	20.3%		down
Central admin & services		20.9%	16.9%		up
Personnel as % of DCPS budget			FY 1985-1988:		
FY 1990	87.5%		varies from		
FY 1989	84.1%		82.5% - 87.5%		static
DCPS Building repair budgets					
FY 1991 (in millions of $$)			FY 1985		
Oper'g budget maint	$12		$10		
Capital financing	22		16		
District PAYGO	10		-		
Federal PAYGO	12		-		
DCPS budget as % of DC budget					
FY 1991	16.2%		FY 1985	16.1%	similar
FY 1990	16.1%		FY 1983	17.5%	down
DCPS employment FY 1990			FY 1985		
FTE employees		12,065	9,951		up 21%
As % of DC FTE		29.9%	31.8%		down

Parents United for the D.C. Public Schools

1400 'Eye' Street, N.W., Suite 450 Washington, D.C. 20005 (202) 289-4988

STATE NATIONAL MERIT SCORE FACTOR 1987
CUTOFF SCORE/PERCAPITA INCOME RANKING
FOR HIGHEST AND LOWEST SCORES

HIGHEST SCORES

STATE	SCORE	INCOME RANK
CONNECTICUT	202	01
DISTRICT OF COLUMBIA	202	03
MARYLAND	202	05
DELAWARE	201	11
MASSACHUSETTS	200	04
NEW JERSEY	200	02
NEW YORK	199	08
ALASKA	199	06
VIRGINIA	199	10
HAWAII	198	(below 12th)
MAINE	197	(below 12th)
WASHINGTON	197	(below 12th)

(New Hampshire, Illinois and California which have high incomes were not among the highest scoring states.)

LOWEST SCORES

STATE	SCORE	INCOME RANK
MICHIGAN	190	(above 39th)
KENTUCKY	190	44
IOWA	190	(above 39th)
ALABAMA	190	43
NORTH DAKOTA	189	(above 39th)
NEVADA	189	(above 39th)
OKLAHOMA	188	39
SOUTH DAKOTA	187	40
LOUISIANA	186	48
ARKANSAS	183	49
WEST VIRGINIA	183	50
MISSISSIPPI	179	51

(Utah, South Dakota, Montana, New Mexico, South Carolina, and Idaho had National Merit scores higher than the lowest scoring states eventhough their percapita incomes were low.)

Mr. DYMALLY. Mr. Brown?

STATEMENT OF WILLIAM H.L. BROWN

Mr. BROWN. Thank you, Congressman Dymally.

Members of the Judiciary and Education Subcommittee of the District of Columbia, may I first express my appreciation for this opportunity to share with you some thoughts concerning the D.C. public schools. My wife and I are parents of six children; six young adults, all of whom graduated from the District of Columbia public schools. Three of them have since graduated from college and all are presently employed in pursuits of their choosing. My wife has been employed by the D.C. public school system as a teacher for 30 years.

While I do not claim that this long association has qualified me as an expert on the D.C. public schools, it has given me an opportunity to observe the system and formulate some opinions of the value of the program.

I feel that the accomplishments of the D.C. public schools have been greatly under assessed. When one realizes that a large number of the better students of the District of Columbia are lost to the system through transfers to private and parochial schools, yet the system manages to graduate a significant number of students each year, many of whom go on to schools of higher learning or obtain jobs, start families, and lead productive lives.

It is unfortunate that undesirable activities on the part of a relatively few young people receive immediate and extensive coverage by the news media while the many good things which occur in our schools and community require a minimum of 2 weeks' notice to the media and relatively little coverage. One such event takes place this Friday when Parent-Educator Unity Day is observed and student government leaders from all over the District's public schools will receive their oath of office from the superintendent at Roosevelt Senior High School. It is always a most exhilarating occasion and truly deserves coverage by the media.

I do not claim that the D.C. public schools is a utopia for education in the District—of District students, and I realize that there are numerous improvements needed.

The CBC—competency based curriculum—and SPP—student progress plan—brought to the system an effort to organize and present subject matter in an organized manner system wide. I feel that the curriculum has been successful to a degree. However, I do not believe that CBC and SPP have been evaluated to the extent necessary to determine if students are making progress with this method. If students are to be successful taking the comprehensive test of basic skills, a different approach to student preparation is needed.

The CBC and SPP have never been implemented as originally designed with transition teachers and parent-teacher conferences every report card period.

Teacher training is another area where I feel improvement is needed. Newly hired teachers should receive extensive training in CBC and SPP before being assigned to a class and refresher courses

should be offered to all teachers as part of their recertification requirements.

I feel that one of the weak areas of the D.C. public schools structure is in the area of substitute teachers. With the possible exception of those retired teachers who join the substitute rolls, I feel that the substitute corps is extremely weak and grossly understaffed. I feel that all substitutes should be required to successfully complete courses in the curriculum, certified to remain on the substitute list for a period of 3 years, and required to take courses for recertification to remain on the roll. Substitute salaries should be increased to match that of the surrounding jurisdictions.

Another area where improvement is needed is in special education. Time in travel and extended assessment and placement are two primary areas of concern. It is alleged that some students spend as much as 2 to 3 hours in transit to school. Transportation for any child should be no more than 1 hour. The time elapsed between the identification of a child as in need of special education services and the time that he is placed in a class where he can receive those services is too great. Assessment and placement procedures need to be evaluated and shortened.

The condition of D.C. public schools building is one of benign neglect on the part of the public schools and the District government. In many areas, work on buildings have been contracted for by the D.C. government resulted in shoddy work which had to be redone.

The sum of $150 million would, ostensibly, repair our buildings so that an environment conducive to learning would be established for our students as well as faculty and staff. Those necessary repairs must be made before we begin to address other needs of our schools such as making them safe for students and staff by controlling unauthorized access and making them bearable during the 90-degree temperatures which seem to have become a consistent part of our environment. I feel that the District government should seek to secure authority to float bonds to get those repairs made.

Another concern is the staffing at the local elementary school. We feel that provisions should be made at every school to offer science, music and art to all students. I realize that this expansion of the curriculum will be an additional cost, but it is absolutely necessary to provide our children with a well-rounded education now. I feel it is better to pay to educate our children now than to pay to incarcerate them later.

Again, allow me to thank you, this subcommittee, for the opportunity to appear before you and to share with you some of my concerns.

Thank you.

Mr. DYMALLY. Thank you very much, Mr. Brown.

[The prepared statement of Mr. Brown follows:]

District of Columbia Congress of Parents and Teachers
BRANCH OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS
J.O. WILSON SCHOOL • 7TH AND K STREETS, NORTHEAST • WASHINGTON, D.C. 20002 • PHONE (202) 543-0333

CONGRESSMAN DYMALLEY:

Members of the Judiciary and Education Subcommittee of the District of Columbia. May I first express my appreciation for this opportunity to share with you some thoughts concerning the D.C. Public Schools. My wife and I are parents of six young adults all of whom graduated from the District of Columbia public schools. Three of them have since graduated from college and all are presently employed in pursuits of their choosing. My wife has been employed by the D.C. public school system as a teacher for thirty years.

While I do not claim this long association as qualifying me as an expert on the D.C. Public Schools, it has given me an opportunity to observe the system and formulate some opinions of the value of the program.

I feel that the accomplishments of the D.C. Public Schools has been greatly underassessed. When one realizes that a large number of the better students of D.C. are lost to the system thru transfers to private and parochial schools, yet the system manages to graduate a significiant number of students each year, many of whom go on to schools of higher learning, or obtain jobs, start families, and lead productive lives

It is unfortunate that undesirable activities on the part of a relatively few young people rceeives immediate and extensive coverage by the news media while the many good things which occur in our schools and community require a minimum of two weeks notice to the media and relatively little coverage.

BEST COPY AVAILABLE

One such event takes place this Friday when Parent Educator Unity Day is observed, and Student government leaders from all of the District's Public Schools will receive their oath of office from the Superintendent at Rosevelt Senior High School. It is always a most exhilarating occasion and truly deserves coverage by the media.

I do not claim that the D.C. Public school is a utopia for the education of District students and I realize that there are numerous improvements needed.

The CBC (Competency Based Curriculum) and SPP (Student Progress Plan) brought to the System an effort to organize and present subject matter in an organized manner system-wide. I feel that the curriculum has been successful to a degree however, I do not believe that CBC and SPP have been evaluated to the extent necessary to determine if students are realy making progress with this method. If students are to be successful taking the Competency Test of Basic Skills, a different approach to student preparation is needed.

The CBC and SPP have never been implemented as originally designed with transition teachers and parent-teachers conferences every report card period.

Teacher training is another area where I feel improvement is needed. Newly hired teachers should receive extensive training in CBC & SPP before being assigned to a class, and refresher courses should be offered to all teachers as part of their recertification requirements.

I feel that one of the weak areas of the DCPS structure is in the area of substitute teachers.

With the possible exceptions of those retired teachers who join the substitute roles, I feel that the substitute corp is extremely weak and grossly understaffed. I feel that all substitutes should be required to successfully complete courses in the curriculum, certified to remain on the substitute list for a period of three years, and required to take courses for recertifiction to remain on the role. Substitute salaries should be increased to match that of the surrounding jurisdicitons.

Another area where improvement is needed is in Special Education. Time in travel, and extended assessment and placement are two primary areas of concern. It is alleged that some students spend as much as two to three hours in transit to schools. Transportation for any child should be no more than one hour. The time elasped between the identifiction of a child as in need of Special Education Services and the time that he is placed in a class where he can receive those services is too great. Assessment and placement procedures need to be evaluated and shortened.

The condition of D.C. Public School building is one of benign neglect on the part of the Public Schools and the District Government. In many areas, work on buildings that was contracted for by the D.C. Government resulted in shoddy work which had to be redone.

The sum of 150,000,000.00 would ostensibly repair our buildings so that an environment conducive to learning would be established for our students as well as the faculty and staff.

Those necessary repairs must be made before we begin to address other needs of our schools such as making them safe for students and staff by controlling unauthorized access and making them bearable during the 90 degree temperatures which seem to have

BEST COPY AVAILABLE

become a consistent part of our environment. I feel that the District Government should seek to secure authority to float bonds to get those repairs made.

Another concern is the staffing at the local elementary school. We feel that provisions should be made for every school to offer science, music and art to all children. I realize this expansion of the curriculum will be an additional cost but it is absolutely necessary to provide our children with a well-rounded education now. I feel it is better to pay to educate our children now than to have to pay to incarcerate them later.

Again allow me to thank this sub-committee for the opportunity to appear before you and to share with you some of my concerns.

William H. L. Brown, President
District of Columbia Congress of Parents and Teachers

Mr. DYMALLY. Ms. Thurston, I have a question. I take it that your membership is citywide.

Ms. RICE-THURSTON. It is, indeed.

Mr. DYMALLY. Which causes me to want to ask you this question: How do you judge the evenness of the quality of education across the system? Are some schools better than others?

Ms. RICE-THURSTON. Absolutely.

Mr. DYMALLY. Is there a correlation between economic status and quality education?

Ms. RICE-THURSTON. Absolutely. This is, however, something that we have wanted to deal with as an organization and we are hoping will be dealt with through the curriculum audit. See there are some differences here. Expenditures by school are done according to various formulae so that, as we understand it, you will receive a full-time art teacher if your school has, for example, over 450 students, something of that sort. So, if your school doesn't have a full-time—if you have 300 students or if you have 280 students, you get a part-time art teacher. In that way there is equality.

Mr. DYMALLY. Aren't you likely to get a more crowded school system in a poorer neighborhood than to get more teachers?

Ms. RICE-THURSTON. Let me explain. You get a teacher for every blank number of students, and that might be done uniformly across the city. But in schools in which parents complain loudly about poor quality of a teacher, it may take a while, and if you talk to Ms. Levy she can tell you it may not happen, but a teacher will be moved, and that teacher tends to be moved to a school where parents don't complain.

Now, quite frankly, there are parents who will tell you that they don't spend as much money in my child's school as they do at another school. They may be wrong. Because old teachers who have burned out make a lot of money compared to new vibrant teachers, and your school may be full of old burned out teachers making a lot of money. So that when you look at how much money is being spent in your school it may be a lot of money, but the output of the students is not reflecting that money. It is reflecting that parents are demanding of that school.

On the other hand, if you are in a wealthy neighborhood and your PTA is well organized and your PTA is pulling in $50,000 to $100,000 a year and they are hiring a full-time art teacher and a full-time science teacher, as sometimes happens, there is not an inequitable spending of the school system's money, but parents are putting into that school what any parent who wants high quality wants for their child. They are doing it and other schools can't do it.

Mr. DYMALLY. Such as the video equipment, televisions, and cassettes, and all that sort of thing.

Ms. RICE-THURSTON. No; I am not talking about video equipment and stuff. I am talking about real live bodies.

Mr. DYMALLY. Is that right?

Ms. RICE-THURSTON. People who teach. Yes; some of it is video equipment and stuff like that. But there are real people who are sometimes hired.

So it is not—inequity comes from a number of things. Inequity comes from a parent's expectations. If you know that you graduat-

ed from a high-quality college or university and you are expecting that of your child, the principal gets the message real fast, If the principal has a school full of parents like that. If your principal has a school full of parents who have marginal educations on their own—quite frankly, when you talk to parents many of them say great things about their child's school. When you look at the test scores of that school, I, as a parent, am appalled that parents would be saying great things about this child's school because the outcome isn't showing me great things.

Yes. Your question is, is there variation? There is variation. Is it based on income—I am sorry, is it based on the expenditures of the school system? I can't tell you that. We have been asking the school system for years to do a school-by-school budget so that we will know what is being spent.

There are people who will say more money is spent on building maintenance in one part of the city than another. We can't tell. Because maintenance is one thing and repair through vandalism is another, and people tell us that schools are vandalized more in low-income neighborhoods. So you might find more money spent; it is just that the building still looks awful because it keeps being vandalized. We can't answer a question like that. I can only deal with observation.

But, Congressman, may I add this? When I was here last time I told you about the difference in National Merit Test score requirements for the National Merit Scholarship cutoff and I told you that I would send you, State by State, what the difference is. If you look at State by State and you compare the scores, the cutoff scores for that State to the income of that State, and even if you use the District as a State—we will talk about that later, if you like—the top 12 States with the highest incomes had 9 of the top 12 national merit cutoff scores. The poorest 12 States had 8 of the lowest cutoff scores. Money is it. Money is how easy it is for you to attract highly qualified teachers.

This is a national problem as well as a local distribution problem.

Mr. DYMALLY. That will be entered into the record.

Ms. RICE-THURSTON. Thank you.

[The information follows:]

1989 Merit Program
Semifinalists and Commended Students—1987 PSAT/NMSQT®

	SEMIFINALISTS			COMMENDED STUDENTS	
	Qualifying Selection Index	*Number*	*Number of Schools*	*Number*	*Number of Schools*
Alabama	190	217	85	269	107
Alaska	199	31	11	94	28
Arizona	191	166	50	272	79
Arkansas	183 184	160	69	67	17
California	195	1,491	172	3,119	683
Colorado	194	185	61	512	123
Connecticut	202	200	80	1,010	160
Delaware	201	39	17	188	33
District of Columbia	202	58	11	200	21
Florida	194	533	181	1,059	276
Georgia	192 193	379	134	679	194
Hawaii	198	68	18	201	38
Idaho	190	71	36	102	44
Illinois	195	759	212	1,770	372
Indiana	191	365	145	576	216
Iowa	190	225	106	317	147
Kansas	193	167	64	328	119
Kentucky	190	227	92	281	114
Louisiana	186 187	269	90	188	73
Maine	197	82	54	238	94
Maryland	202	306	101	1,355	182
Massachusetts	200	379	141	1,633	263
Michigan	190 191	648	215	971	347
Minnesota	195	320	132	849	210
Mississippi	179 180	132	68	0	0
Missouri	194	329	121	638	194
Montana	193	59	35	116	46
Nebraska	190	126	51	185	74
Nevada	189	55	17	59	23
New Hampshire	196	63	35	231	59

BEST COPY AVAILABLE

1989 Merit Program *(continued)*

Semifinalists and Commended Students—1987 PSAT/NMSQT*

	SEMIFINALISTS			COMMENDED STUDENTS	
	Qualifying Selection Index	*Number*	*Number of Schools*	*Number*	*Number of Schools*
New Jersey	200	532	182	2,023	307
New Mexico	193	97	28	130	32
New York	199	1,096	360	3,868	681
North Carolina	191	400	127	544	184
North Dakota	189	48	26	61	33
Ohio	192	778	273	1,393	417
Oklahoma	188 190	207	71	221	84
Oregon	196	160	65	416	128
Pennsylvania	195	839	307	2,116	516
Rhode Island	195	59	24	171	38
South Carolina	191 191	203	72	305	105
South Dakota	187	50	24	53	30
Tennessee	193	265	96	488	155
Texas	195	937	289	1,986	445
Utah	191	109	44	201	54
Vermont	196	40	22	116	37
Virginia	199	388	116	1,397	212
Washington	197	264	111	872	202
West Virginia	183 184	131	58	54	35
Wisconsin	192	379	148	644	240
Wyoming	188 189	32	18	41	20
U.S. independent boarding schools	**	193	47	740	97
U.S. territories & commonwealths	179 180	30	20	0	0
Outside the U.S.	202	87	51	100	168
Totals		*15,443*	*5,519*	*16,067*	*8,586*

*Participating students total 1,167,864 from 19,389 schools.

**Qualifying scores for Semifinalists vary by location of independent boarding schools.

BEST COPY AVAILABLE

Mr. DYMALLY. Ms. Levy?

Ms. LEVY. I would like to add one thing to that because Delabian spoke about variability in quality among schools depending on the level of parent complaints and expectations. But there is another element that should be added to that, and that is the school leadership. The outstanding junior high school in this city is very near here. It is Jefferson Junior High School down in southwest. Its students are among the poorest in the city in terms of their family income, but it is the outstanding junior high school. Their achievement is very high. I know what kinds of course offerings they have. They are wonderful. That is because of the kind of leadership they have at that school.

Mr. DYMALLY. I don't know if you are familiar with the California system of funding schools, but let me preface my question for the sake of the people here. In California we have what we call ADA, average daily attendance. So the school district is paid for ADA.

Now, what formula do you have in Washington to reimburse schools?

Ms. LEVY. Well, in effect, it is ADM, average daily membership. When I was in private practice I was a school finance lawyer. In fact, I represented big cities in New York where they also used an ADA system, the average daily attendance, and we challenged that as unconstitutional. Ultimately, we lost.

Mr. DYMALLY. In California the Serrano decision said, in effect——

Ms. LEVY. Yes.

Mr. DYMALLY. They still kept the ADA, but which school districts had the ability to tax locally and those enhancement funds that Ms. Thurston talked about. I don't think you could legally hire a teacher with those enhancement funds. You could buy some stereo sets and TVs and footballs, and so on. But I don't know if you could, in California, use that to hire teachers. Maybe teacher aides.

Ms. RICE-THURSTON. There are differences.

Mr. DYMALLY. Because you must have credentialed teachers to be reimbursed by the State.

Ms. LEVY. Yes.

Ms. RICE-THURSTON. They made that kind of ruling in Montgomery County that PTAs could not add staff. They haven't done that here. Quite frankly, I would wish that all schools could learn how to raise that kind of money, as opposed to having this be prohibited. Because our system doesn't give schools what they need, and it would be horrible to have people have to choose to send their child to a private school as opposed to finding some way that they could put those resources to work.

Mr. DYMALLY. Are you saying because of the income difference that the children in Beverly Hills have a better opportunity than the children in Watts or Montgomery County and the District of Columbia?

Ms. RICE-THURSTON. I am sorry. Would you repeat? Am I saying that because of income the children in Watts have a worse opportunity than the children in Beverly Hills?

Mr. DYMALLY. No. That children in Beverly Hills have a better opportunity than the children in Watts because of the income difference.

Ms. RICE-THURSTON. Because of their parents' academic background and the kinds of resources those parents are putting into their children from the time they are born.

Mr. DYMALLY. So it is not just a question of poverty, it is a question of the environment and the enhancement of those other factors.

Ms. RICE-THURSTON. Absolutely.

Mr. DYMALLY. OK.

Ms. LEVY. But in the case of Beverly Hills and Watts, which came up quite a few times in the full-finance trials, very definitely the children in Watts were suffering. They had far less spent on them. They had fewer teachers. They had much worse buildings.

Mr. DYMALLY. I know. I used to represent that district.

Ms. LEVY. The money that comes from the public fist makes a big difference also.

Mr. DYMALLY. One final question for Mr. Brown. What is the PTA's position on a longer school day?

By the way, I should say in a number of Asian countries the days are longer, 8 to 4, and I think in some instances they even go to school on Saturday mornings. Is there a correlation between longer school days and achievement? Are there any studies on that? Mr. Brown, what is the PTA's position on a longer school day?

Mr. BROWN. Well, the PTA's position on a longer school day is one that it would support a longer school day provided it is shown that the additional hours would be designed to improve and enhance the education of the child. We do not think that a longer school day should be made just so that we can sway the teacher—would be there to talk with parents or some other thing or do clerical work or things of that nature. If the time is going to be spent educating the child, then we most assuredly could support it.

Mr. DYMALLY. What about a longer school year?

Mr. BROWN. Same thing with a longer school year. Yes. But you take right now, we had a longer school day. A half hour was added to each school, supposedly for parents to come in and talk with the teacher about their students, which was a rare occasion even when teachers asked or requested that those parents come in. They hardly ever got any. Some teachers stay there way past the hour anyway. My wife never leaves the school before 5 o'clock every day, and usually when she leaves there are three or four others that leave with her. So I am sure that they would not object to a longer school day provided it is some time that can be spent meaningfully in the interest of education.

I would suggest that there are additional times right now that could be devoted to education of the child. If the system made use of our high technology in computerization and eliminated some of the routine clerical work that teachers have to do, that time could be devoted to teaching more to the kids during the day.

Ms. RICE-THURSTON. May I add, please?

Mr. DYMALLY. Of course.

Ms. RICE-THURSTON. We already have a longer school day for selected students. All of our high schools have an academic program

in them, whether it is the pre-engineering program at Dunbar or business and finance program at Woodson High School; the foreign service program at Wilson. Those students have more Carnegie units—that is what is demanded in order to graduate—than do students in the normal program, and all of those students come in at 8 o'clock. A friend of my son's who just graduated from elementary school and is now at Jefferson, which was just mentioned, gets on the subway at 7:30 o'clock and has to be at school by 8 o'clock without fail. He gets at least one more class than my son, who goes to Deale. Quite frankly, I want my son who goes to Deale to have that additional time in school. I think every student could use it. It should not be reserved for students who are considered academically talented.

Mr. DYMALLY. I want to thank the witnesses for their testimony.

Mr. BROWN. Congressman Dymally?

Mr. DYMALLY. Mr. Brown?

Mr. BROWN. I would just like to share with you one thing in terms of the condition of our buildings. I was once a local unit president at McKinley High School and we did a program there, a Committee of 21 program there to plan the refurbishment of that building. But it is not taken into consideration that building has 21 outside doors in it. Unless the system decides that it is going to provide some meaningful control over those entrances so that unauthorized access is prohibited, then you can put all of the guards in there you want or detectives. You still have to provide some kind of control for those doors or lock or chain them.

Our youngsters think faster than we do around the clock. What happens is this. One will come in by that metal detector, go right around and unlock one of those doors or open one of those doors so that any of the others can enter.

We submitted a recommendation years ago that an alarm system be placed on each of those doors that was not intended for normal access or egress. It has never been implemented. Until we provide some kind of security such as that for those schools like McKinley, and I am sure other high schools are in the same predicament, we are not going to be able to get a handle on access of undesirable characters to those buildings.

Mr. DYMALLY. Thank you very much for your testimony. We want to reserve the right to send you some questions if the need arises.

[No further questions were submitted to the witness.]

[The prepared statement of Mr. Bliley follows:]

ONE HUNDRED SECOND CONGRESS

RONALD V. DELLUMS, CALIFORNIA, CHAIRMAN

FORTNEY H. (PETE) STARK, CALIFORNIA
WILLIAM H. GRAY III, PENNSYLVANIA
MERVYN M. DYMALLY, CALIFORNIA
ALAN D. WHEAT, MISSOURI
JIM MCDERMOTT, WASHINGTON
ELEANOR HOLMES NORTON,
DISTRICT OF COLUMBIA
SANDER M. LEVIN, MICHIGAN

THOMAS J. BLILEY, JR., VIRGINIA
LARRY COMBEST, TEXAS
DANA ROHRABACHER, CALIFORNIA
BILL LOWERY, CALIFORNIA

EDWARD C. SILVESTER, JR., STAFF DIRECTOR
DENNIS G. SMITH, MINORITY STAFF DIRECTOR

TELEPHONE (202) 225-4457
FAX (202) 225-2098

U.S. House of Representatives
Committee on the District of Columbia
ESTABLISHED 21 JANUARY 1999
Room 1310, Longworth House Office Building
Washington, DC 20515

STATEMENT OF REP. THOMAS J. BLILEY, JR.

OVERSIGHT HEARING ON THE DISTRICT OF COLUMBIA

PUBLIC SCHOOL SYSTEM

September 26, 1991

We have long known that the best government program for our children is still a good education. In advocating public education for all, Jefferson wrote that at schools,"the principal foundations of future order will be laid here." Jefferson went on to explain that in school, "[t]he first elements of morality too may be instilled into [children's] minds; such as, when further developed as their judgments advance in strength, may teach them how to work out their own greatest happiness, by showing them that it does not depend on the condition of life in which chance has placed them, but is always the condition of a good conscience, good health, occupation, and freedom in all just pursuits."

Yet, despite the steady increase in public expenditures on education, Congress knows of no solution to keep each and every child in school until he or she has mastered the necessary skills to successfully compete in the job market. Herein lies the central challenge to the people in this room today. You, the parents and the teachers, have the solution.

Other than the parents, teachers perhaps know children better than anyone else. You know when they need a pat on the back or alternative forms of motivation. As such, you must

clearly understand the power you have to effect behavior, especially of our young people in their formative years. How will you use your power?

I am struck by the parallels between the needs of developing nations and our own developing communities. Both need the knowledge, experience, and investment of their neighbors. Just as the wealth of nations depends on social stability, so too does the development of communities. Nations cannot prosper in times of war or civil unrest. Communities which must divert resources in the war against drugs and crime will not be able to invest that capital in people.

The problems we face in the urban areas are not mysteries of scienee and technology waiting to be unlocked; but, are ones that are within our grasp. We need to organize the links and communication among groups necessary for progress. History teaches us that economic progress is a consequence of social organization. There must be a willingness and a vision to take risk, as did the merchants and explorers and innovators of the past. Just as countries in the early years of economic development appealed to their people's pride of nationalism, so too must inner cities appeal to the pride in their schools, churches, and community service organizations.

This brings us to ask: what are these interconnections and who should organize them? Who will take the risk to begin the social change most especially for those young people in our urban areas? The people in this room are a big part of the only real solutions to these questions.

Our message to the young men and women of the District and indeed all of America should be clear:

- You DO have a share in building the future and are heirs to the work of prior generations.

BEST COPY AVAILABLE

- We NEED you to develop the skills to enter the work force and to take the place of the generation before you. The labor market is expanding for those who get a solid education.
- In order to be truly free, you must use your own freedom for doing good. There are forms of poverty other than economic. Merely redistributing income will mean that any progress will be only temporary. True liberation from all poverty requires social concern for others and conformance to moral norms.
- The primary connection between social and economic progress is still that irreplaceable, fail-safe system which keeps civilization from self-destructing, the family. This is true for all generations regardless of their heritage. The family is the starting place for all possibilities and opportunities. Its failure can also lead to personal failure and a breakdown of society as a whole.

We cannot separate the effect from the cause either in science or in education. The antecedents to violence between our children in our schools and streets today are traced to the fantasy world of drugs, family life without discipline and commitment, indifference in the home, and lack of adult direction and support.

The potential of our youth is being spent and robbed by the domestic terrorism of drugs and the violence they create. The relationship between drugs and crime is inescapable. One out of every five juveniles in custody for violent offenses has prior convictions for drug offenses. Forty-five percent of juveniles incarcerated for violent offenses were under the influence of drugs or alcohol at the time of their offense.

We also know that there is a strong relationship between family breakdown and violent

crime. Part of our prevention strategy must be directed towards the living room, the classroom and the workroom as well as the courtroom to provide our young people with the strong families and role models they need.

We must be watchful all along the way to prevent the violence from ever happening -- it is the little things which turn out to have so great an impact in forming young lives -- a steady diet of encouragement and direction that must be given daily to our young people to help them grow and learn to respect the dignity of each person, starting with one's self.

As we look to the future for our children, parents, teachers, administrators, and policy makers alike can do well to heed the advice that Dr. John Silber, one of the foremost educators in the present day, gave to the graduating class at Boston University in May 1981:

> "... we will ill serve ourselves and our children by preparing ourselves and them for a life of freedom and easy pleasure that may never come and most certainly will never last. We had better prepare ourselves and them for reality: a reality that is infused with moral laws as surely as it is infused with physical laws; a reality in which there is no consumption without production, no freedom without defense, no self-fulfillment and no self-government without self-disciplined persons who govern themselves, persons who are capable of subordinating their desires long enough to achieve [those] conditions on which freedom and survival, and even pleasure, depend."

Mr. DYMALLY. Again, thanks to all the witnesses.

The meeting is adjourned.

[Whereupon, at 12:15 p.m., the subcommittee was adjourned, to reconvene subject to the call of the Chair.]

○

48-495 (160)

ISBN 0-16-039968-8

90000

9 780160 399688

170